

การศึกษาคำการใช้สื่อในการสอนการอ่าน ของครูไทยที่สอนภาษาอังกฤษเป็นภาษาต่างประเทศ



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ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

A STUDY OF THAI EFL TEACHERS' USE OF MEDIA IN READING INSTRUCTION



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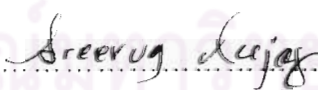
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การวิจัยนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาชนิดของสื่อที่ใช้ในการสอนการอ่านของครูไทยที่สอนภาษาอังกฤษเป็นภาษาต่างประเทศ (2) ศึกษาวัตถุประสงค์ของการใช้สื่อในการสอนการอ่าน (3) ศึกษาการใช้สื่อในการสอนการอ่าน (4) ศึกษาความคิดเห็นของครูเกี่ยวกับการใช้สื่อในการสอนการอ่าน (5) ศึกษาความคิดเห็นของนักเรียนเกี่ยวกับการใช้สื่อในการสอนการอ่าน กลุ่มตัวอย่างประกอบด้วยครูไทยที่สอนภาษาอังกฤษเป็นภาษาต่างประเทศระดับชั้นมัธยมศึกษาในจังหวัดศรีสะเกษ จำนวน 127 คน และนักเรียนระดับมัธยมศึกษา จำนวน 398 คน เครื่องมือที่ใช้ได้แก่ แบบสอบถาม แบบสังเกตการสอน และแบบสัมภาษณ์ สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ สถิติบรรยาย และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า (1) สื่อที่ครูใช้บ่อยที่สุดในการสอนการอ่านคือ หนังสือเรียน กระดานดำ ซีดีรอม/วีซีดี และอินเทอร์เน็ต (2) วัตถุประสงค์ของการใช้สื่อในการสอนการอ่านคือ ตรงกับจุดมุ่งหมายของเนื้อเรื่อง ช่วยพัฒนาทักษะของนักเรียน และเหมาะสมกับเนื้อหา (3) ครูที่สอนในโรงเรียนขนาดใหญ่ และขนาดกลาง ใช้สื่อสิ่งพิมพ์ในทุกช่วงของกิจกรรมการอ่าน ครูที่สอนในโรงเรียนขนาดเล็ก ใช้สื่อทัศนูปกรณ์ในขณะที่นักเรียนทำกิจกรรมระหว่างการอ่าน และสื่อเทคโนโลยี ในขณะที่นักเรียนทำกิจกรรมหลังการอ่าน (4) ครูมีความคิดเห็นว่าสื่อช่วยให้ผู้เรียนเข้าใจเนื้อหาได้ง่ายขึ้น ช่วยให้ผู้เรียนได้รับประสบการณ์กว้างขวางยิ่งขึ้น และ ช่วยให้ผู้เรียนเรียนรู้อย่างมีประสิทธิภาพ (4) นักเรียนมีความคิดเห็นต่อประโยชน์ในการใช้สื่อขณะสอนการอ่านว่า สื่อทำให้บทเรียนน่าสนใจมากขึ้น ทำให้การเรียนการสอนสนุกสนาน ไม่น่าเบื่อหน่าย และช่วยให้ผู้เรียนได้รับประสบการณ์กว้างขวางยิ่งขึ้น

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The objectives of this study were to study (1) types of media used in reading instruction (2) the purpose of using media (3) how teachers used media (4) teachers' and students' opinions toward the use of media. The subjects were 127 Thai teachers of EFL who teach at the secondary school level in Trang and 398 EFL students who study at the secondary school level in Trang. The instruments in this research were questionnaire, field notes and semi-structure interview. The data were analyzed using descriptive statistics and content analysis.

The results of the **analyses** revealed that (1) media that used the most frequently in reading instruction are textbook, blackboard, CD-Rom/VCD and internet. (2) the purposes of using media in reading instruction were it relevant to the lesson, it helped to develop students' skill and it was appropriate with the content. (3) teacher from large and medium school levels used written text in pre, while and post reading process. On the other hand, teacher at small school level used visual aids in pre-reading process and used technology in post reading process. (4) teachers' opinion toward the use of media in reading instruction were helped student understand lesson easier, got extensive experience and helped students to learn efficiently in reading class. (5) students' opinion toward the use of media in reading instruction were media made learning more interesting, using media was fun and not bored, and got extensive experience while teacher using media.

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CONTENTS

	PAGE
Abstract (In Thai).....	iv
Abstract (In English).....	v
Acknowledgements.....	vi
Contents.....	vii
List of Tables.....	xi
List of Figures.....	xiii
Chapter I: Background and Statement of the Problem.....	1
Research Questions.....	2
Objectives of the Study.....	2
Scope of the Study.....	3
Definition of Terms.....	3
Outline of the Study.....	4
Chapter II: Review of the Literature.....	6
Reading Instruction.....	6
Definition of Media.....	7
History of Media Use.....	8
Media and reading Instruction.....	8
Media used in reading Instruction.....	9
Components of Media.....	11
Written Texts.....	11

	PAGE
Visual Aids.....	14
Audio Aids.....	15
Technology and Internet.....	16
Research Studies on the use of Media in Reading Instruction.....	18
Effective Use of Media.....	22
 Chapter III: Research Methodology.....	 25
Setting.....	25
Population and Samples.....	28
Research Procedure.....	29
Research Instrument	31
Teacher Use of Media Questionnaire.....	42
Student Use of Media Questionnaire.....	48
Fieldnotes.....	49
Semi-Structure Interview.....	49
Data Collection.....	50
Data Analysis.....	51
 Chapter IV: Findings.....	 53
Finding from questionnaire.....	53
Finding from Semi-Structure Interview and Fieldnotes.....	73

	PAGE
Finding from Interview.....	74
Summary.....	81
 Chapter V: Summary, Discussions and Recommendations.....	 84
Summary of the Study.....	84
Findings.....	86
Discussions.....	88
The use of media in reading instruction.....	89
The purpose of using media in reading instruction.....	91
How teachers use media in reading instruction.....	92
Teachers' opinions toward the use of media in reading instruction.....	93
Students' opinions toward the use of media in reading instruction.....	94
Pedagogical Implication.....	94
Recommendations.....	95
 References.....	 95
 Appendices.....	 96
Appendix A: Open-ended Questionnaire.....	104
Appendix B: Teacher Uses of Media Questionnaire.....	114

	PAGE
Appendix C: Students Uses of Media Questionnaire.....	136
Appendix D: Fieldnotes.....	141
Appendix E: Semi-Structure Interview.....	143
Appendix F: Open-ended questionnaire Evaluation Form.....	145
Appendix G: Teacher Uses of Media Questionnaire Evaluation Form.....	149
Appendix H: The Item-Content Congruence Index of Teacher Use of Media Questionnaire.....	157
Appendix I: The Item-Content Congruence Index of Student Use of Media Questionnaire.....	159
Appendix J: Means, standard deviations of the source of written text.....	160
Appendix K: Means, standard deviations of the source of visual aids.....	162
Appendix L: Means, standard deviations of the source of audio aids.....	164
Appendix M: Means, standard deviations of the source of technology and internet.....	166
Biography.....	167

LIST OF TABLES

	PAGE
Table 3.1: Small, Medium and Large Schools in Trang Province.....	26
Table 3.2: Number of Sample: Teachers.....	28
Table 3.3: Number of Sample: Students.....	29
Table 3.4: Summary of the research instrument for collecting data.....	52
Table 4.1: Means, standard deviations of media use by EFL teachers at all schools.....	54
Table 4.2: Means, standard deviations of the use of written text in reading instruction.....	55
Table 4.3: Means, standard deviations of the use of visual aids in reading instruction.....	56
Table 4.4: Means, standard deviations of the use of audio aids in reading instruction.....	58
Table 4.5: Means, standard deviations of the use of technology in reading instruction.....	59
Table 4.6: Means, standard deviations of the use of media in reading process.....	60
Table 4.7: Means, standard deviations of purpose of using media in reading instruction.....	64
Table 4.8: Means, standard deviations of teachers' opinions toward the use of media in reading instruction.....	66

LIST OF TABLES

	PAGE
Table 4.9: Means, standard deviations of teachers' opinions toward problem of using media in reading instruction.....	68
Table 4.10: Means, standard deviations of students' opinions toward the use of media in reading instruction.....	71



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

LIST OF FIGURES

	PAGE
Figure 3.1: Research Framework.....	30
Figure 3.2: Instrument Construction: Teacher Uses of Media Questionnaire.....	32
Figure 3.2: Steps in Teacher Uses of Media Questionnaire Construction.....	41
Figure 3.4: Steps in Student Uses of Media Questionnaire Construction.....	47



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

CHAPTER I

INTRODUCTION

Statement of the problem

Reading plays an important role in the language learning process. It is one of the most essential skills for students to ensure their success in academic learning. According to Anderson (1984), reading knowledge of a foreign language is crucial to academic studies, professional success, and personal development. However, the process of reading and comprehending text is very complex. In facilitating L2 reading comprehension, it is found that the use of sound, pictures, and electronic texts plays a significant role in vocabulary acquisition and in overall text comprehension (Chun and Plass, 1996a, 1996b; Cohen, 1987; Hanley, Herron and Cole, 1995; Omaggio, 1979; Secules, Herron, and Tomasello, 1992).

Concerning teachers, they need to be prepared to improve their instructional reading materials. The teachers should carefully select tools and strategies to support their students to read. Many researchers states that use of media can have positive effects on student reading achievement (Block, Oostdam, Otter, and Overmaat, 2002; Soe, Koki, and Chang, 2000). In the study of Case and Truscott (1999), for example, using computer proves beneficial for reading instruction as it helps students improve their sight word vocabulary, fluency, and comprehension. More importantly, as claimed in the study of Davis and Lyman-Hager (1997), technology lowers anxiety and has a positive effect on L2 reading.

Trampiets (2000) points out that media are really necessary in today's world. Being surrounded by media-saturated environments, people are able to easily gain

information from newspapers, magazines, movies, internet or web sites. Regarding teaching, using media-based instruction can be an alternative way for the teachers to enhance their students' reading comprehension abilities. With media-based environments, both visual and auditory information will be added to a text. Media, then, offer a variety of visual, audio, and written texts that can be used in many classroom environments.

Obviously, media use can help the teachers bring real life into the classroom and present language in its more complete communicative contexts. Using media can provide the students with a density of information and richness of cultural input which are not possible in the traditional reading classroom. Thus, media can undoubtedly assist teachers in giving excessive explanations as contextualization and a solid point for classroom activities can be offered through these.

Research Questions

1. What types of media do EFL teachers use in reading instruction?
2. Why do EFL teachers use media in their reading instruction?
3. How do EFL teachers use media in reading instruction?
4. What are EFL teachers' opinions towards the use of media in reading instruction?
5. What are EFL students' opinions towards the use of media in reading instruction?

Objectives of the study

This study aimed:

1. To identify types of media used in reading instruction.

2. To investigate the purposes of using media in reading instruction.
3. To investigate how EFL teachers use media in reading instruction.
4. To explore EFL teachers' opinions towards the use of media in their reading instruction.
5. To explore EFL students' opinions towards the use of media in reading instruction.

Scope of the study

1. The populations in this study are Thai EFL teachers teaching at an upper secondary school level in Trang Province.
2. The variables in this study are as follows.

The independent variables are types of media used in reading instruction such as (a) written texts, (b) visual aids, (c) audio aids, and (d) technology and internet. The dependent variables are the teachers' and the students' opinions towards the use of media in reading instruction.

Definition of terms

1. **Thai EFL teachers** refer to Thai teachers teaching English at an upper secondary school level in Trang Province.
2. **Media** refer to different types of materials that the teachers use to teach reading skills. They also include uses of written texts, visual aids, audio aids and technology.

2.1 Written texts refer to textbooks, newspapers, journals, magazines, novels, story books, short stories, cartoons, brochures, theater programs, timetables for bus, menus, recipes, and horoscopes.

2.2 Visual aids refer to blackboards, flop charts, wall charts, flash cards, poster papers, pictures from magazines, diagrams, globes, overhead projectors, puppets, photographs, graphs, map, and real objects or realia.

2.3 Audio aids refer to tapes, CD-ROMs, videos, VCDs, DVDs, radio broadcasts, televisions, movies, filmstrips, talk shows, clip videos, music videos, songs, sound labs, and self-accesses.

2.4 Technology and the internet refer to computer labs, computer-assisted language learning, internet, and e-mails.

3. **Reading instruction** refers to an English class in a secondary school level which reading is a part of the lesson. In the reading process, there are three reading phases: pre-reading, while-reading, and post-reading.
4. **Students** refer to the secondary school students (M.1 – M.6) studying at the secondary school level in Trang Province in the second semester of the academic year 2009.

Outline of the Study

This study consists of five main chapters.

Chapter I presents the background of the present study, statement of the problem, research questions, and research objectives. Also, scope of the study and definitions of terms are included.

Chapter II reviews the underlying theoretical frameworks and previous research considered relevant to the study.

Chapter III shows the research methodology of the study. It includes context of the study, populations and samples, research procedures, research instruments, and the methods of data collection and data analysis.

Chapter IV displays the results of the study in accordance with the research questions.

Chapter V presents the summary of the study, discussions, limitations of the study, pedagogical implications and recommendations for teachers and further research.



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CHAPTER II

REVIEW OF THE LITERATURE

In this chapter, the concepts involving reading instruction are mentioned first. Then, they are followed by definition of media, history of media use, media and reading instruction, and media used in reading instruction. Four components of media: written texts, visual aids, audio aids, and technology and internet are presented as well. Next, research studies on the use of media in reading instruction are reviewed. Finally, effective use of Media is stated.

Reading Instruction

In order to help students become efficient in reading, teachers are to provide the students with various kinds of instruction so that their reading skills will be improved and all levels of comprehension will be achieved. Trends of reading instruction converge on developing effective reading comprehension through various methodologies (Anderson, 1999; Grabe, 2004; Pressley, 1998; Well, 1999).

The National Reading Panel (2000) identifies three key elements of effective reading instruction which are alphabetic (phonemic awareness and phonics), fluency, and comprehension (vocabulary, text comprehension and comprehension strategies).

With regard to phonemic awareness, the goal of its instruction is to build students' awareness of the phonological structure or sound of language. Students of any age who are emerging readers need to have a firm grasp of the relationship between oral and written language. It is, therefore, necessary for the students with poor phonemic awareness to practice and improve this fundamental skill.

Concerning fluency, this is considered a key to reading competence for it enables readers to devote their cognitive effort to reading comprehension and reading enjoyment. For struggling readers who decode laboriously or ignore punctuation and natural phrasing, fluency instruction and practice are perceived necessary and effective (Kuhn and Stahl, 2003). There are two significant approaches to improve fluency: engagement with prints and repeated reading (Meyer and Felton, 1998). Reading a familiar text aloud multiple times, students can begin to coordinate their decoding, semantic and syntactic skills.

Involving comprehension strategies, it is the ultimate foal of reading. Struggling readers' comprehension is often impaired by a limited reading vocabulary. Increasing vocabulary is an important goal and necessary component for comprehension.

In summary, reading instruction considered effective for developing students' reading abilities should be concentrated on phonemic awareness, fluency and comprehension strategies.

Definition of Media

Brinton (2001) defines media as technological innovation and audiovisual aids. Too, she cites that the definition of the term 'media' can be divided into two categories: non technical and technical. Non technical media are such teaching aids as maps, pictures, photos, cartoons, brochures, newspapers, magazines, etc. The type of media is not related to technology. On the other hand, technical media used as teaching aids are, for instance, CD players, television, computers, language labs, movies etc. With such technological media in the latter category, the outside world is

brought into the classroom. Furthermore, Quinlisk (2003) claims that media offer a variety of visual, audio and written texts that can be used in many classrooms to develop literacy skills.

History of Media Use

Atkinson (2004) points out that in the 1960s and 1970s; chalkboard was the only main form of instructional media used in the classroom. Later on in the 1980s, technology in the classroom was gradually improved, and overhead transparencies and videotapes were introduced. In the 1990s, technology was continuously advanced and such media as televisions, recorded music, videodiscs and CD-ROMs or DVDs generally prevailed. During this period, printed media, for example, comic books and magazines were also found. In the early twentieth century, it was a time of phenomenal growth and development of new kinds of media. The obvious examples were computer software and the internet. With unprecedented growth in the field of computer technology, it resulted in the increasing numbers of computers available to children, both in their homes and at their schools. Moreover, students at most schools were later allowed to use their wireless laptops in their classroom.

Media and Reading Instruction

In traditional teaching, reading instruction skills and strategies are perceived inadequate and, therefore, needed to be improved. In traditional style, the emphasis is on teacher-centered and book-centered approaches. Also, grammar-translation method is mostly underlined and focuses are more on memory than other practicable skills. The stimulation interaction activities such as games, role-plays are usually

ignored in class, especially in the senior high schools due to the fact that the students are preparing for the higher education entrance examination.

According to the new English syllabus for middle schools and colleges, one of the teacher's basic skills is to be able to take advantage of the modern instruction technology to assist their instructions. Concerning reading, such media are greatly beneficial to be from time to time employed in class.

In facilitation second language (L2) reading comprehension; in addition to text types, the use of sound, pictures, and animated pictures or videos are considered useful and essential in vocabulary acquisition and in overall text comprehension. They are unquestioned components of instructional materials for language learning (Chun and Plass, 1996a, 1996b; Cohen, 1987; Hanley, Herron, and Cole, 1995; Leow, 1995; Oller, 1996; Omaggio, 1979; Secules, Herron, and Tomasello, 1992).

In summary, more attentions on English teaching are to be directed to communicative aspects. However; while communicative language learning is more fostered, the teaching of discrete grammatical structures should not be lessened as it also contains valuable significant factors for successful language learning. Here, it is to be claimed that media can be used to support communicative teaching and learning.

Media used in Reading Instruction

Many ways of employing media in the classroom are available for the teachers of English. Brinton (2001) cites that media can be used in whatever approach to enhance language teaching. Thus, in daily practice of language teaching they could find that the entire range of media (from non-mechanical aids such as flashcards and

magazine pictures all the way up to sophisticated mechanical aids such as video cameras and computers) helps assist the teachers in their jobs, bring the outside world into the classroom, and, in short, make tasks of language learning more meaningful and exciting. Besides, Hartnett (as cited in Brinton, 2001) states that media tools appeal to students' senses and help them process information, thus empowering their understanding of the target culture and increasing their motivation towards language learning, reinforcing the teaching points, and saving the teacher unnecessary explanation. Additionally, Mollica (as cite in Brinton, 2001) suggests that media such as audio and video equipment, computers and related software and internet sources are perceived as effective tools to develop the students' language competence. It results in their increasing abilities in interacting with native speakers comfortably and successfully in real-life situations. New ideas about using media have been explored in the English profession for a long time. This is critically taken into a serious consideration later as we live in a today's world of media environment.

Jinguo (2002) claims that media materials are good for arousing students' reading interests and motivating them to study English more. These materials assist the teachers to integrate the pictures, music, and videos into the courseware and create more colorful contents. Chun and Plass (1997) state that using media, such as technology, probably adds both visual and auditory features to text with the ultimate goal of improving comprehension. Savage and Vogel (1996) points out that one of the advantages of using multimedia is to convey information quickly and effectively to all of the students and keep them interested in learning. Similarly, Piotrowski and Reason (2000) agrees that media with sound and graphics allow all students, especially those with learning difficulties, to better understand concepts even before

reading the text of a lesson. Moreover, Mikett and Ludford (1995) points out that computers and internets also help the students develop other skills of them: they can learn how to work with a keyboard and a mouse. More significantly, they are able to gain access to online information. Besides being able to better understand the lesson, they are able to, by using the internet, search for more information about the topic by themselves.

In conclusion, in daily practice of language teaching nowadays, both nontechnical media such the boards, visual aids, and realia all the way up to sophisticated technical media such as audiotape players, CD players, radio, television, telephone, computers, multimedia labs are used (Brinton, 2001). With various types of media, four grouped types of them: written texts, visual aids, audio aids, and technology and internet will be discussed in this study.

Components of Media

The components of media can be divided into many categories. However; according to Epstein and Ormiston (2007), four main categories will be described in this paper. They are written texts, visual aids, audio aids and technology and internet.

1. Written texts

The term of written texts are defined as texts representing information in symbolic structures of a language. They are processed sequentially, that is, word by word or sentence by sentence (Schnotz ,1993; Schnotz and Grzondziel, 1996). Epstein and Ormiston (2007) present a list of all types of written texts that the teachers can select to use with their students, for instance, newspaper, magazines and journals, novels and storybooks, short stories, cartoons, textbooks, etc. In the same study, it is

mentioned that using written texts in the classroom can help the teachers meet each of their learning objectives. For example, from time to time the teachers use written texts because they are to develop specific reading skills such as skimming and scanning, prediction, inferring, and recognizing words. Occasionally, written texts are used to provide the students with the information of culture or to introduce a thematic unit or grammatical structure. In the study of Lotherington-Woloszyn (1988), there are nine aspects presented to be considered when selecting written texts for English language students. Below are the mentioned aspects.

- 1) Knowing the teaching and program objectives.
- 2) Students' interest and ages.
- 3) Students' background knowledge.
- 4) Students' reading abilities and English language proficiency.
- 5) Text layout and presentation.
- 6) Linguistic difficulty of the text.
- 7) Text genre and writing style.
- 8) Socio-cultural context.
- 9) Text length.

Course Books versus Media Materials

Many teachers choose to use course books as their main resources in the classroom whereas some use them only to complement alternative materials. However, the course books themselves contain some advantages and disadvantages as follows.

Course books—pros and cons

Woodward (2001) presents advantages and disadvantage of using course books in language teaching. Some benefits of course books lie in the fact that they provide the students with comprehensible directions and a sense of progress. Namely, the students are able to clearly see what and how much they have accomplished in a course as they proceed in their textbooks. Besides, the course books also provide teachers with ready-made materials, and they can simply select them.

Disadvantages are also found. Little et al (1995) points out that some characteristics do not sufficiently interest the students. Furthermore, if the course materials are organized in the same pattern, they are probably boring for both the teachers and the students. Needless to say, Tornberg (2000) cites that some authors of the course books construct unfamiliar culture. Therefore, learners will not effectively acquire understanding from the books.

Media materials – pros and con

Kramsch (2000) mentions some significant points which media materials seem to be more advantageous than the course books. To begin with, when the course books are used, students' knowledge is structured by chapters in a textbook, while media provide less organized knowledge and, thus, encourage more complex thinking. Likewise, Kramsch (2000) claims that the course books mainly offer language structures: describing rules, grammar and vocabulary. Nevertheless, using only the course books, the students are not fully able to apply their knowledge in real life situations in which different contexts are included. Moreover, Lightbown and

Spada (1999) states that media can be essential to the students' motivation and their needs.

On the other hand, Harmer (2001) reports that preparing a class using media requires a great time. And sometimes the teachers are not familiar with each kind of media. In the similar report of Brinton (2001), it is claimed that the preparation of teacher-made media materials demands an investment of time and energy. As a result, some teachers are not willing to use media tools to support their language teaching for the tool requires a great time and energy to prepare.

2. Visual Aids

The Collins Cobuild English Dictionary (2006) defines visual aids as things that you can look at, such as films, models, maps, or slides. This type of media helps you understand something or to remember information. Similar definition is stated by Donelan (2001): visual aids may be simply surfaces for writing or drawing (blackboards, flop charts, poster papers), projectors (overheads, slides, films), models or props, specimens or people. Furthermore, Epstein and Ormiston (2007) claims that the main types of visual aids are such as drawings, magazine pictures, photographs, flash cards, wall charts, graphs, maps and real objects or realia.

According to Doff (1990), he cites that visual aids are considered an important part of effective language teaching with the reason that the visual aids can provide the students with something to look at, holding their attentions and adding their interests. Also, visual aids help the students understand what the teachers are saying. Images and diagrams can convey messages and information for students, so the teachers do not have to explain much. Visual aids are also advantageous in that they contain a good way of maintaining students' interest and attention.

Visual aids for use with language learners as Canning-Wilson (2001) explained, should be colorful, contain a story line, be relative to previous learner experience, and be associated with places, objects, people, events, or animals of which learners are familiar with. Visuals aids need to be carefully selected based on the learners and they should be relative to the lesson. Canning-Wilson (2001) stresses that using the visual media in language teaching contexts involve an important belief that the visual aids can facilitate learning. Visual aids are more likely to lead learners to more in-depth thinking and processing of language. However, Schnotz and Bannert (2003) indicate that the visuals may inhibit the learning process as inappropriate forms of visualization can obstruct mental model construction.

3. Audio Aids

Maniruzzaman (2008) defines audio aids as models and devices that can be heard and can present an image of something, somebody and some situations. Epstein and Ormiston (2007) mentions some examples of audio aids, such as audio CDs and audiotapes, radio both live and recorded language lab, video, television and movies.

The use of audio aids in foreign language classes is by no means new. The crucial questions raised now are “how and to what extent they may be used?”. As the teachers, what to be recognized is the richness that audiovisual technology can be presented in language learning.

According to the Scout Association (1999), audio aids convey ideas through the ears and the mind. They may be in the forms of music or tape recordings, televisions, records, sound films, etc. Hayati (2005) also claims that audio visual devices such as tape-recorders and video-tapes are frequently used effectively in language classes.

In the technological era, many book publishers develop CD-ROM storybooks or audio books, with audio-visual effects to provide their readers with an enjoyment of reading. Clearly, these materials are far more interesting than traditional print books. Tsai (2004) points out that audio-visual aids such as video cassettes and the digital versatile discs (DVD) offer the students an overall understanding of the learning materials. Thus, they enhance their comprehension and memory, increase their motivation and promote their concentration on the content. He also believes that a proper use of these multi-media teaching aids can be most beneficial to both the teachers and the learners, resulting in less stress and frustration in language learning atmosphere. Many of the teachers nowadays may use audio-visual aids such as CD-ROM, e-books, and audio books in their teaching. Chen (2004) claims that reading difficulties are from lack of reading strategies and they can be overcome to some extent by using audio-visual aided as it is proved that audio-visual aids probably serve as an effective way to maintain the students' attention. However; before choosing audio aids for using in the classroom, Korat and Shamir (2006) suggests that the teachers need to be more skillful in evaluating and selecting appropriate audio aids for supporting literacy development and fulfilling educational goals.

4. Technology and Internet

Epstein and Ormiston (2007) state that technology includes hardware, software, the web, and the internet. Murray (2005) also claims that in the 21st century, the technologies can be referred to computer-based technologies, rather than such earlier technologies as overhead projectors, language laboratories, videos, or even prints or pens. The internet is a vast network of computers connected to one another. Internet use refers to all uses of computer technology whereby the students can

communicate with, search for, and go online to use the computer for sources of information. Warschauer and Healey (1998) define computer mediated communication as the use of online communication for language teaching.

Moreover, National Center on Accessing the General Curriculum states the definition of technology tool as any technological device or program that affects the use of text or content that will otherwise be presented with text. The examples include spell checkers, word processors, word prediction software, speech recognition software, and software programs. Computers and software programs can offer multiple technological tools in one package, providing a non-print environment for teaching, studying, and practicing skills.

In recent years, computer technology, particularly the internet, has begun to play an important role in education. Standards (1999) points out that foreign language teachers are trying to search for better ways of accessing authentic materials and providing experiences that will improve their students' knowledge and skills in the target areas. As the internet has transformed communication around the world, it is natural that it should play a major role in the foreign language classroom. There are several ways in which technology can be used to improve reading ability. Recent developments in computer technology offer new options for facilitating the acquisition of L2 reading proficiency and mark an exciting era in L2 reading research. Multimedia programs both on and off line now provide aids to text comprehension such as digital audio, graphics and videos, and vocabulary resources such as dictionaries, glosses, and concordances. The Web also offers the learners a wide range of reading experiences, including exposure to an unprecedented selection of authentic texts, and a variety of options for collaborative learning. In the National Reading Panel

(NRP, 2000), it is also reported that multimedia computers can be employed to help children learn to read. The technology consists of 4 general capabilities supporting the students to learn to read : presenting information and activities to students, assessing students' work, responding to students' work, and providing scaffolds that help students read successfully.

Warschauer and Healey (1998) divide the history of computer use in language learning into three main stages: behaviouristic, communicative, and integrative. First, Behaviouristic Computer Assisted Language Learning (CALL) emerged in the 1950's and involved drill and practice, grammatical explanations and translation tests. In the late 1970's and early 1980's, communicative CALL was developed, and the main focus is on the use of the target language with text reconstruction and simulation. Finally, with a greater interest in language use in more authentic social contexts, the move is driven towards integrative CALL, which involves authentic uses of the language with the language skills of listening, speaking, reading, and writing. Generally, these three stages seem to follow the evolution of language learning approaches. The use of computer-mediated communication is more recent, and seems to fit the current trend of language learning, the communicative approach.

Research Studies on the Use of Media in Reading Instruction

Recent trends in the study of written texts reflect a growing interest in interaction between readers and writers. Several studies focus on metadiscourse as an important interactive feature that is believed to facilitate the reading process. While several authors study metadiscourse from the descriptive and contrastive perspectives, there is a lack of experimental work on this topic.

Camiciottoli (2003) describes exploratory classroom research with a group of Italian university students to gain further insight into the effect of metadiscourse on ESP reading comprehension. Two groups of students are to read selected extracts from two versions of the same text differed according to quantity and type of metadiscourse. Each group then takes a reading comprehension test and their mean scores are compared. The findings suggest that a more pronounced use of metadiscourse may be associated with improved comprehension in some cases. A post-reading questionnaire shows that the students had substantially no awareness of metadiscourse. The results provide useful indications for further research and also highlight the need for targeted instruction on metadiscourse in ESP reading courses.

Mehrpour (2004) investigates the impact of text length on reading comprehension. Three reading comprehension passages accompanied by 30 items are reduced to two thirds of their original lengths. The truncated versions along with the original version are randomly administered to 100 male and female college students of English (50) and non-English majors (50). Although the participants performs marginally better on the shortened version of the test, a two-way ANOVA reveals that the length of the text does not have any statistically significant effect on the students' performance on the two versions of the test. No interaction between the length of the test and the students' major is found either. Further analysis of the data indicates that sex does not have any significant effects on the performance of the students on the two versions of the test.

Omaggio (1979) investigates the effect of various types of visuals as context in the reading comprehension of a French text. One group of university students is given a text in French, a second group the same text in English, and a third group a set of

pictures related to the text. The first two groups are given comprehension tests, while the third is asked as a control to construct a story from the pictures. The result suggests that providing visual contexts effectively enhances the recall of factual knowledge. The students also demonstrate their better performance in reading comprehension than their counterparts who receives only the text.

However, there has been some related research done. For example, Sandra (1989) investigates whether the use of audio/visual aids have an effect upon comprehension recall. Thirty students from fourth-grade from an urban public school are randomly divided into two equal samples of 15. One group is given a story to read (print only), while the other group views a filmstrip of the same story. Immediately following, a comprehension recall test consisting of 10 questions is administered; only short-term recall is tested. Results indicate that there is no significant effect on comprehension of printed materials as a result of using audio/visual aids.

Savignon (1997) uses radio instead of a listening/speaking textbook in her French class. It is found that using live radio and tapes of live radio in the target language helps her students develop comprehension and that their language production also improves markedly during the course. She starts by having students listen to newscasts for a week. The students are allowed to record the radio programs so that they can listen to them several times. They, then, bring their questions to class. Notably, it is found that cultural context, prior knowledge of the topic and context affect student comprehension more than vocabulary. By providing cultural information to the students, their comprehension improves and they are able to better focus on their language difficulties as they listen. As their comprehension develops, they can begin to focus on unfamiliar topics.

Lomicka (1998) investigates the effects of multimedia reading software on reading comprehension. Specifically, the study aims to explore how multimedia annotations influence the level of comprehension. Twelve college students enroll in a second semester French course are instructed to think aloud during the reading of text on the computer screen. The participants read the text under one of three conditions: full glossing, limited glossing, or no glossing. In addition, a tracker is set up in the software to record the amount and type of glosses, and length of time that each is consulted. The raw data clearly indicate an increase in the number of causal inferences generated for students who have access to full glossing. Computerized reading with full glossing may promote a deeper level of text comprehension.

Trushell and Maitland (2005) report the results of investigations of grade 4 and 5 students' comprehension and recall of digital storybooks. Students in their study are of mixed ability. One group reads the storybooks with a choice of paths through the text and accesses to cued animations and sound effects. A second group reads without accessing to cued animations and sound effects as the computer narrates the story. Pilot results suggest that the students have better memory for interactive graphics than other features of the text and that overuse of these graphics compromise their ability to make inferences based on the story. In the main study, the students with access to cued animations and sound effects demonstrate poorer story grammar recall and inferential comprehension.

Brantmeier (2003) examines the perspective of informed university-level language instructors towards the integration of technology in the L2 reading process. The participants are PhDs who enrolling in a graduate seminar and teaching a language or teaching a language at a private university in the Midwest. Questionnaire

(both yes/no and open-ended questions) and oral interviews are used data collection. The questions are about the instructor's general attitudes towards the integration of CALL materials in SLA as well as questions specific to CALL and L2 reading. In the end, the questionnaires are completed during the class time during regular class hours. The results from instructors reveal that the computer can be effectively integrated into the 3 process of L2 reading stages such as pre-reading, during-reading and post-reading. All instructors in this study also report that they think computers motivate the students in both general SLA contexts as well as in the L2 reading process. Moreover, Davis & Lyman-Hager (1997) report that technology lowers anxiety and has a positive effect on L2 reading.

Effective use of Media

Brinton (2001) suggests the two effective ways of how to use media in class. First, the teachers can use media alone or use together with other media in a multimedia environment. Second, the teachers have to consider the purposes for which these media are being used; for example, to aid in presentation, to provide practice or stimulate communicative interaction, or to provide feedback.

The advantages of media in reading instruction are illustrated from the following aspects.

To enhance students' motivation

As the improvement in technology becomes available, the teachers are to try to find new materials and use them in the classroom. Astleitner and Wiesner (2004) suggest that student's satisfaction and motivation are higher in the classroom that media materials are used. Jinguo (2002) claims that media materials are good for

arousing students' reading interest and motivating the students to study English. These materials assist the teachers to integrate the pictures, music, and videos into the courseware and make the content more colorful. In a number of studies, it is suggested that the students satisfaction and motivation are higher in the courses that media materials are used (Astleitner and Wiesner, 2001; Yarbrough, 2001). Furthermore, Savage and Vogel (1996) point out that one of the advantages of using multimedia is to convey information quickly and effectively to all students and keep them interested in learning. Piotrowski and Reason (2000) also agree that media with sound and graphics allow all of the students, especially those with learning difficulties, to better understand concepts even before reading the text of a lesson.

To effect learners' autonomy

The necessity for teaching the students how to become independent and autonomous learners brings new perspectives to the teaching professions and changes traditional ideas about teacher's roles. Autonomous learning does not mean students learning without teacher's guide, but it is a matter of degree of optimal learner independence. The students can be asked to be involved in various types of activities through the media. In the multimedia environment, learners do not confine themselves to the textbooks and relevant reference books; instead, they must explore the abundance of online information.

To enhance understanding

Rich media materials help boost student comprehension of complex topics. Clark and Paivio (1991) points out that visual materials plus auditory ones lead to increased comprehension. Chun and Plass (1997) also state that using media such as technology may add both visual and auditory features to a text with the ultimate goal

of improving comprehension. Moreover, Mikett and Ludford (1995) point out that the computer and internet also help the students develop their skills; they learn how to work with a keyboard, a mouse, and to access online information. The students can get information sources on the internet and web pages. Besides being able to easily understand what is going on, they can understand the important points in the lesson. Also, they can discover more about the topic themselves.

In conclusion, teaching with media in classroom contains many advantages. Comparing to the traditional teaching climate, using media in the classroom makes reading courses more interesting and the students are more active.



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CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the setting, population and sample of the study, and the details about the procedures of the research study.

Setting

Trang is a province in the southern part of Thailand. There are 27 secondary schools levels in Trang which is considered as the small, medium and large school (6 small schools, 15 medium schools, and 6 large schools). The large secondary school refers to school with more than 1,500 students. The medium secondary school refers to school with 501-1,500 students and the small secondary school refers to school with a number of less than 500 students. The total numbers of Thai teachers who teach at the secondary school levels are approximately 188 teachers. The small, medium and large secondary schools in Trang province are presented in Table 3.1.

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Table 3.1:

The Small, Medium and Large School in Trang Province

School Size	Districts	Name of schools	Number of students	Number of Thai EFL teachers
Small	- Huaiyod	- Bangdeewittayakhom	391	2
	- Muang	- Numpud	483	2
		- Wichienmatu 3	283	2
	- Nayoong	- Nayoongwittayakhom	453	2
	- Palian	- Kuntapitayakarn	500	3
	- Yantakhaw	- Wichienmatu 2	332	2
Medium	- Hadsumrarn	- Hadsumrarnwittayakhom	761	3
	- Huaiyod	- Samukkeesuksa	754	3
		- Huainangratbumrung	609	5
		- Lumpuraruangwit	563	4
	- Kantang	- Kantangratsadasuksa	1,064	8
	- Muang	- Princess Chulabhorn' s College Trang	1,156	12
		- Saparachinee 2	1,409	10
- Nayoong	Sawasrattanapimuk	1,475	11	

Table 3.1 (Continued)

The Small, Medium and Large School in Trang Province

Province	Districts	Name of schools	Number of students	Number of Thai teachers of EFL
	- Palian	- Palianpadungsit	990	7
		- Thungyawpadungsit	735	7
	- Sikaow	- Sieaowprachapadungwit	1,128	8
	- Wangwiseat	- Wangwiseart	1,151	7
		- Ratsadanupraditanusorn	1,099	7
	- Yantakhaw	- Thungnonghengprachasun	690	7
		- Trangrungsarit	597	5
Large	- Huaiyod	- Huaiyod	2,596	11
	- Kantang	- Kantangpittayakorn	1,841	10
	- Muang	- Wichienmatu	2,751	13
		- Saparachinee	2,675	16
	- Ratsada	- Ratsada	1,946	9
	- Yantakhaw	- Yantakhawratchanuprathum	2,699	12
Total number			31,113	188

Population

The population for this study was Thai EFL teachers who taught at a secondary school levels in Trang. These teachers volunteered to participate in this study because Thai EFL teachers at the secondary school level tended to use technology and media materials in class more than any other levels. The students at this level also knew how to use technology and media from various sources.

Samples

The researcher used the multi-stage random sampling to select the sample size in this study. The total numbers of samples in this study were 127 Thai EFL teachers who taught at the small, medium and large secondary school in Trang and 398 Thai EFL students who studied at the secondary school levels in Trang. The number of the participants at each level was calculated by using Yamane (1967)'s formula with a 95% confidence level and a 5% of precision level sampling selected. In this study, there were 52 teachers at the large school, 67 teachers at the medium schools and 8 teachers at the small school as shown in Table 3.2 and 3.3

Table 3.2

Number of sample: Teachers

School Size	Total numbers of Thai EFL teachers	Number of Sample
- Small School	13	8
- Medium School	104	67
- Large School	71	52
Total	188	127

Table 3.3

Number of sample: Students

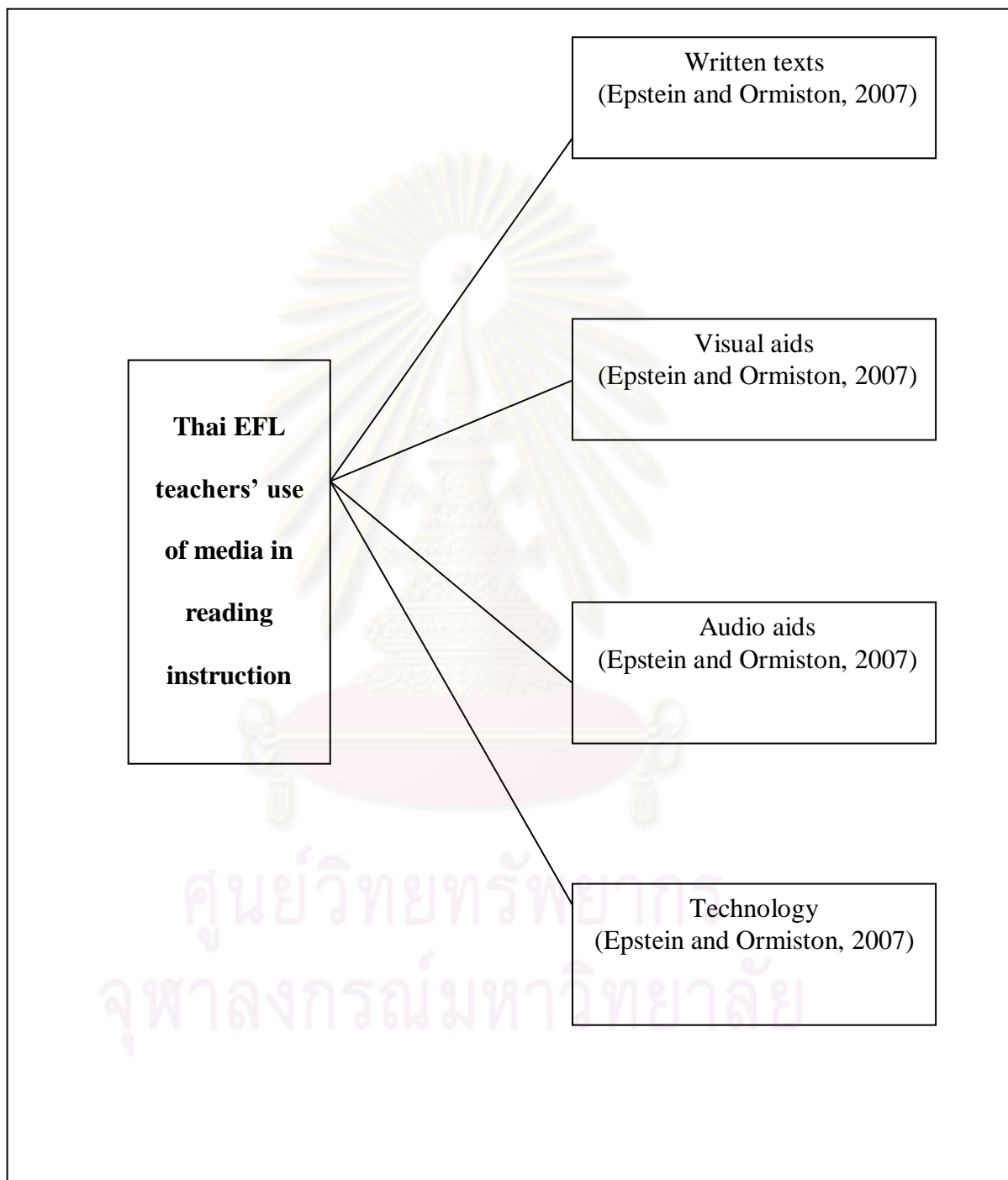
School Size	Total numbers of Thai	Number of Sample
	EFL Students	
- Small School	2,442	31
- Medium School	14,163	182
- Large School	14,508	185
Total	31,113	398

Research Procedure

This study was designed based on Epstein and Ormiston (2007) framework. The use of media in research framework consisted of four types of media. Figure 3.1 showed the research framework in the present study which focused on written texts, visual aids, audio aids and technology and internet.

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Figure 3.1

Research Framework

Thus, the present study investigated the use of media in reading instruction including four variables.

Written texts They referred to a list of all types of written text that teacher can choose to use with students such as newspaper, magazines and journals, novels and storybooks, short stories, cartoons, textbooks, etc. (Epstein and Ormiston, 2007).

Visual aids They included drawing, magazine picture, photographs, flash cards, wall charts, graphs, map and real objects or realia (Epstein and Ormiston, 2007).

Audio aids Audio aids included audio CDs and audiotapes, radio both live and recorded language lab, video, television and movies (Epstein and Ormiston, 2007).

Technology and internet Consisted of hardware, software, the web, and the internet (Epstein and Ormiston, 2007).

Research Instruments

There are four instruments used in this study. They are (1) Teacher Uses of Media Questionnaire, (2) Student Uses of Media Questionnaire, (3) Fieldnotes and (4) Semi-Structure Interview.

Teacher Uses of Media Questionnaire, in order to construct the questionnaire five steps were designed as follows. The first step was to review previous studies (Epstein and Ormiston, 2007). The review of related studies pointed out about the use of media in EFL classrooms. The second step was an exploratory study. The third step was to validate the content of the questionnaire by experts in the field of language teaching using the IOC index. The fourth step was to pilot test in order to check its reliability. Finally, the Teacher Use of Media Questionnaires was revised for the main study. Figure 3.2 showed the steps in constructing Teacher Uses of Media Questionnaire.

Figure 3.2

Instrument Construction: Teacher Uses of Media Questionnaire

<p>1. Teacher Uses of Media Questionnaire Construction</p> <p>1.1 Exploratory Study</p> <p> 1.1.1 Study the framework</p> <p> 1.1.2 Conduct open-ended questions (Appendix A)</p> <p> 1.1.3 Construct closed items on questionnaires</p> <p>1.2 Questionnaire Validity</p> <p>1.3 Pilot Study</p>

1. Teacher Uses of Media Questionnaire Construction**1.1 Exploratory Study**

Before constructing Teacher Uses of Media Questionnaire to use in the main study, an exploratory study needed to be conducted first. The information gained from an exploratory study served as an introductory step to construct instrument.

1.1.1 Study the framework

The first stage was to review theoretical framework. The review of related literature pointed out about the use of media in classroom which consisted of four components (1) written text, (2) visual aids, (3) audio aids and (4) technology and internet (Epstein and Ormiston, 2007).

1.1.2 Conduct open-ended questions

In this step the open-ended questions were designed in order to explore what, when and why teachers used media in reading instruction. The answers given from open-ended questions were used as a guide line to construct the close end items for the questionnaire. These questions investigated the media used in each school size (small, medium, and large school) and designed to elicit Thai EFL teachers for their views on using media. Moreover, it focused on how to use media in classroom, teachers' opinions towards the use of media in classroom, the possibility and limitation of using media in their classrooms. The open-ended questions were translated into Thai in order to gain insightful information from Thai teachers. The open-ended questions were sent to three experts to check the content validity (see Appendix F). Three experts are English teachers teaching at Thaksin University, Songkhla; Suan Dusit Rajabhat University, Bangkok and Yala Rajabhat University, Yala. They gave some additional comments for revising the open-ended questions. All three experts suggested that the questions given to teachers should not be too long and should not take too much time to complete. One expert suggested that the Yes-No questions should follow by the question words "Why or How". The expert also commented that some items were leading questions and too long, therefore, these types of problematic questions should be avoided. After the consultation with the experts, the items were adjusted as follows:

Item 1: ในการสอนการอ่าน คุณใช้สื่อประเภทเครื่องโสตทัศนูปกรณ์ชนิดใดบ้าง

What types of audio-aids do you use while teaching reading?

ในการสอนการอ่าน คุณใช้สื่อประเภทเครื่องโสตทัศนูปกรณ์ชนิดใดบ้าง

What types of visual aids do you use while teaching reading?

ในการสอนการอ่าน คุณใช้สื่อประเภทสิ่งพิมพ์ชนิดใดบ้าง

What types of written texts do you use while teaching reading?

ในการสอนการอ่าน คุณใช้สื่อประเภทเทคโนโลยีชนิดใดบ้าง

What types of technology do you use while teaching reading?



ใช้คำถามเยอะเกินไป ควรรวมเป็นหนึ่งข้อจะได้คำถามเป็น ในการสอนการอ่านคุณใช้สื่อ

ชนิดใดบ้าง และใช้เพราะเหตุใด (modified)

What types of media do you use while teaching reading?

Item 3: ขณะที่คุณสอนการอ่าน คุณใช้สื่อช่วงใดบ้าง

While teaching reading, when do you use media?



คุณคิดว่าช่วงใดที่เหมาะสมแก่การใช้สื่อมากที่สุดในช่วงขั้นตอนของการสอนการอ่านเพราะเหตุ

ใด (modified)

In your opinion, which stage of reading instruction is appropriate for using media, Why?

Finally, after revising the open-ended questions the total numbers of items were 10. The open-ended questions for teacher were divided into two parts. The first

part included personal information. The second part consisted of 10 open-ended questions. Fifteen teachers; five from each school size (small, medium and large) were asked to complete the open-ended questions.

Findings of the exploratory study

The findings of the exploratory study were summarized as follow:

80% of teachers (12 teachers) attended the workshop of how to use media in classroom, only 20% (3 teachers) never participated in any training.

Question no. 1: What type(s) of media do you use while teaching reading?

Why and How?

- All teachers from all schools sizes used written texts because they were easy to use and this type of media did not cause too much.
- 9 teachers from all school sizes used newspapers and magazines because it was easy to prepare, and newspapers can give up to date information to students.
- 3 teachers from all school sizes used CD-Rom, and VCD and 3 teachers from the medium and large schools used realia, computer and internet because the authentic media was more interesting and could motivate students, it could save time for teachers, easy to understand, and students could continue study or learnt by themselves after class.
- 2 teachers from the medium and large schools used game and song because it was more fun, students could practice their listening skills from native speakers.

Question no. 2: In your opinion, what type(s) of media is appropriate for students while teaching reading? Why?

- 5 teachers from the small and large schools used written texts because the level was appropriate for students or teachers could choose the text that appropriate for their students.
- 4 teachers from all school sizes use CD-Rom because students had a chance to practice their listening skills with native speakers, and easy to recall vocabulary.
- 1 teacher from the medium school used realia and computer including internet because students could apply internet to use in their daily life.

Question no. 3: In your opinion, which stage of reading instruction (pre, while and post reading) is appropriate for using media, Why?

- 5 teachers from all school sizes said the appropriate time was all three reading stages, depending on the mood of students or situation. However, each time teacher used different kinds of media.
- 3 teachers from the medium and small schools said the appropriate time to use media was during pre-reading because it would help to get students' attention so students did not fell sleepy while learning.
- 1 teachers from the small schools said the appropriate time to use media was during while-reading and post-reading because student could enjoy and practice by media.
- 4 teachers from all school sizes said they were not sure because it was up to teachers' technique to use media in classroom and the time was not fixed to use them.

Question no. 4: Do you think media can guide student with good reading strategies for students? How?

- 13 teachers from all school sizes said that teachers needed to guide students to see how to use each strategy, for example; teacher used newspapers to show how to find the main idea. Each media has enough information for students and it could use to practice students' skill.
- 2 teachers from the medium and small schools said they were not sure because it was up to teachers' teaching technique.

Question no. 5: Do you think media (visual aids, audio aids, written texts, computer and internet) can play an important instructional role in the classroom? How?

- All teachers from all school sizes said that media could reduce the role of teacher in classroom. Students could get easier to understand lesson when teacher use media in class, it could motivate students in class and students were not get bored. Students could find information or practice after class and students could practice their skill too.

Question no. 6: Please identify the main object of using media in the classroom.

- 9 teachers from all school sizes said that media could motivate student, interesting, and easy to understand.
- 3 teachers from the medium and small schools said that students could practice their listening skill.
- 1 teacher from the large school said that it was modern.

- 1 teacher from the large school said that media could create good environment in classroom.
- 1 teacher from the small school said that using media could save time.

Question no. 7: Why do you think using media was important while teaching students to read passage?

- All teachers from all school sizes said that media was needed while learning reading passage because students could practice from all kinds of media and they could also learn from something around themselves such as sign, newspapers, label on a box of medicine etc.

Question no. 8: Do you think your lesson with the use of media can be considered successful? How?

- 5 teachers from all school sizes said that it was considered successful (100%) because students have fun and enjoy while learning and students' reading skills were increased.
- 2 teachers from the large school said that it could be considered successful (90%).
- 4 teachers from the medium and small schools said that it could be considered successful (80%) and the successful was up to teachers' preparation.
- 2 teachers from the medium and large schools said that it could be considered successful (70%) because sometime it was hard to find appropriate media for students in class.
- 1 teacher from the small school said that she was not sure whether it was successful or not.

Question no. 9: Do you evaluate students' attention according to the use of media in the classroom? How and Why?

- 9 teachers from all school sizes evaluated the use of media after they were finished teaching by using questionnaire because they wanted to know the efficiency of using media in classroom. This is the easiest way to evaluate and did not take too much time to do.
- 3 teachers from the small and large schools evaluated the use of media by interview. After class, teacher asked student whether they understood lesson and satisfied with media or not and also asked about quality of media.
- 1 teacher from the large school did not evaluate the use of media at all.

Question no. 10: What is the limitation of using media in classroom? Why?

- 3 teachers from all school sizes said that if students have low ability and have negative attitude towards English sometime it was hard to find the way to get their attention.
- 2 teachers from the small school said that the limitation was quality of media. For example, teacher could not use sound lab because most of tools in that room were already out of order.
- 2 teachers from the small and large schools said that the limitation was the amount of media was not enough for student.
- 5 teachers from all school sizes said that limitation of time. One period has only fifty minutes and it was not easy to use media within one hour. It must take time to explain everything while using media so sometimes it was waste of time.

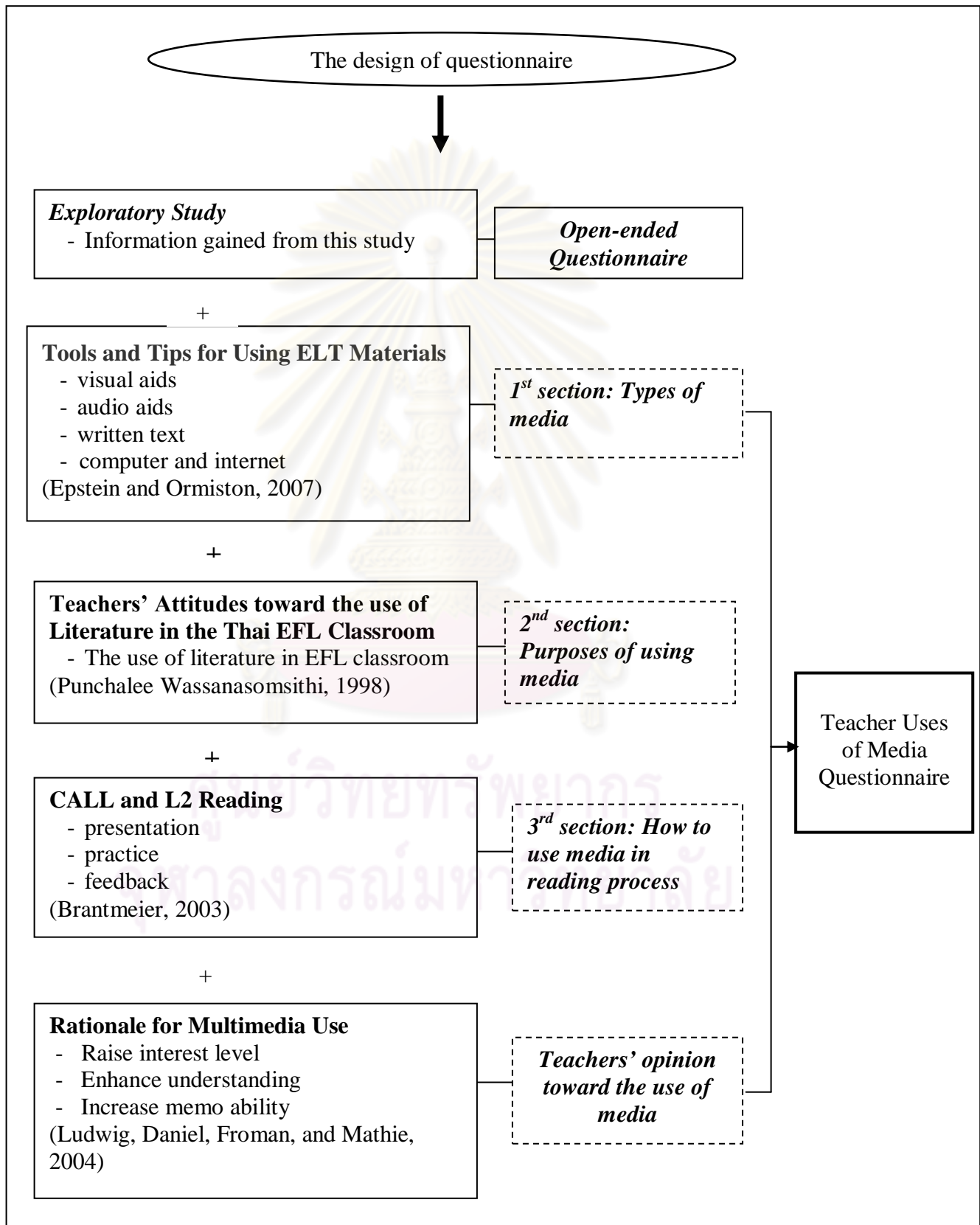
- 2 teachers from the large school said that the limitation was teachers' experience. Sometime teacher did not know how to use media because they never been in any training before.
- 3 teachers from the medium and large schools said that the limitation was budget. The Small school did not have enough budgets to provide modernize media such as CD-Rom for their school and they still used tape recorder for their students. Teacher always complain that sound from a tape recorder was not as good as CD-Rom.

In sum, findings from open-ended questions indicated four types of media in three reading processes to promote students' reading skills and strategies. The types of media included (a) written texts, (b) visual aids, (c) audio-aids and (d) technology and the internet. The reading processes referred to the pre-reading, while reading and post reading. The purposes of using media were to motivate students, facilitate teachers and develop students' reading skills and strategies. Thus, all information emerging from the open-ended questions were taken for the second part of the Teacher Uses of Media Questionnaire.

1.1.3 Construct closed items on questionnaire

All information findings from the exploratory study were used to construct Teacher Uses of Media Questionnaire. In addition, some items were adapted based on the previous studies as proposed by Epstein and Ormiston (2007), Brantmeier (2003), Ludwig, Daniel, Froman, and Mathie (2004), and Punchalee Wasanasomsithi (1998). Figure 3.3 shows the steps to construct Teacher Uses of Media Questionnaire.

Figure 3.3

Steps in Teacher Uses of Media Questionnaire Construction

Teacher Use of Media Questionnaire

A Teacher Uses of Media Questionnaire is a rating scale questionnaire used to measure the current uses of media in EFL instruction, check the frequency used of media materials, check how teachers use media in reading class, and teachers' opinion towards the use of media. The questionnaire consists of three parts (see Appendix B). The first part is used to ask the sample to provide the personal information. The second part is used to measure the current use of media in reading instruction, the use of media in reading instruction and how to use media reading process. The third part is used to measure teachers' opinion about using media in reading instruction.

First part of questionnaire

The first part asked the samples for their gender, what grade they taught, number of years they had been teaching, and experiences of using media. In this part the researcher provided a fill-in format for samples to fill in the information.

Second part of questionnaire

The second part of Teacher Uses of Media Questionnaire consisted of 3 sections, 20 items which were relating to the use of media and how to use media in reading instruction.

The first section of this questionnaire asked about the current used of media in reading instruction. There were 9 items in this section. Items construction was based on the results from open-ended questions as 15 teachers gave all the information about all kinds of media that had been used at each school sizes and the items could be grouped as the literature review of media components which grouped into visual aids, audio aids, written text, and computer and internet (Epstein and Ormiston, 2007).

The second section of this questionnaire concerned the purpose of using media in reading instruction. In this part, the questionnaire items were adapted from Punchalee Wassanasomsithi (1998). In this study, each item focused on the purposes of using media in EFL classroom. However, some items had been taken out or added into the questionnaire.

The third section of this questionnaire asked about how to use media in reading process. The answer from open-ended questionnaire used as one part to construct questionnaire at this section as the answer from questionnaire show that teachers use media at pre, while, and post reading stages. So this part of the questionnaire was based on Brantmeier (2003). She constructed the questionnaire to ask participants of how to integrate technology based materials in the L2 reading process. In this study, the researcher adapted the questionnaire to suit the media context. However, some items had been taken out or added into the questionnaire.

In this part, the participants were asked to rate a Likert five-point scales to indicate how often they used each media according to the following degrees:

5	means	always (100% of the time)
4	means	frequently (75% of the time)
3	means	sometimes (50% of the time)
2	means	seldom (25% of the time)
1	means	never (0% of the time)

The third part of questionnaire

The third part of questionnaire consist of 4 items which were related to teachers' opinion about using media in EFL instruction. In this part, the questionnaire item was adapted from Punchalee Wassanasomsithi (1998). In this study, the

researcher adapted the questionnaire concerning the opinion towards the use of media in EFL classroom. However, some items had been taken out or added into the questionnaire.

Likert five-point scales also uses to survey their opinions.

5	means	strongly agree
4	means	agree
3	means	neutral
2	means	disagree
1	means	strong disagree

In sum, there were three parts with 24 items. The first part aimed at asking for personal information. The second part consisted of 3 sections with 20 items which were related to the use of media and how to use media in reading instruction. Lastly, the third part of questionnaire consisted of 4 items which were related to teachers' opinions about using media in EFL instruction.

1.2 Questionnaires Validity

After the construction of Teacher Uses of Media Questionnaire, all items were evaluated by three experts in the field of language testing to check how well the instrument measures the subject matter content. In order to find the content validity, the experts have to rate each item by using the evaluation form constructed by researcher (see Appendix G). The appropriateness of the content was based on the following criteria:

1	means	congruent
0	means	questionable
-1	means	incongruent

Then researcher finds the congruence of statement with the content using IOC (Index of item Objective Consistency).

$$\text{IOC} = \frac{\sum R}{N}$$

IOC means the index of congruence

R means total score form experts

N means numbers of the experts

The IOC index ranges from -1 to 1. Items that have an index higher than or equal 0.5 were reserved however items that have an index lower than 0.5 were modified (Tirakanant, 2003, p.140). The value of IOC for each item was illustrated in appendix (see Appendix H). The result obtained from Teacher Uses of Media Questionnaire Evaluation Form indicated that only 3 items needed to be modified which are items 9 and 14 in part 2 and item 6 in part 3. After the consultation with the experts, the items were adjusted as follows:

Part 2

ข้อ 9. ท่านเลือกใช้สื่อการสอนโดยถือเกณฑ์ต่อไปนี้มาน้อยเพียงใด



➤ เปลี่ยนจากคำว่า “โดยถือเกณฑ์” มาใช้คำว่า “โดยมีวัตถุประสงค์” แทน

ข้อ 14. สื่อการสอนต่าง ๆ ต่อไปนี้ ช่วยแนะแนวกลวิธีการอ่านให้ผู้เรียนมาน้อยเพียงใด

(modified)



➤ ไม่ควรใช้คำว่า แนะแนวกลวิธีการอ่าน เพราะไม่ชัดเจนว่าแนะแนวอย่างไร

- เปลี่ยนจากคำว่า แนะแนวกลวิธีการอ่าน เป็น แนะกลวิธีการอ่าน (หารายละเอียด, จับใจความสำคัญ) พร้อมทั้งยกตัวอย่างกลวิธีการอ่าน (modified)

Part 3

ข้อ 4. การบริการสื่อการสอน

4.12 คิดว่าการใช้สื่อการสอนทำให้เสียเวลาและสิ้นเปลือง



- หัวข้อเลือกที่ 4.12 ควรย้ายไปวางภายใต้หัวข้อ .การเตรียมและการจัดหา (modified)

In sum, this step was to validate the content of the questionnaire by experts in the field of language teaching using the IOC index. Findings showed that 3 items that were lower than 0.5 were modified; for example, “Item 9: the criteria of using media was changed to focus on the purposes of using media”. Item 14: the phrase “to direct a reading strategy” was revised to “guide reading strategies, such as to find main idea, scan, skim, and summarize”.

1.3 Pilot study

A pilot study was carried out in June before the main study was taken. The participants in the exploratory pilot study were Thai teachers who are teaching English as a foreign language. Total numbers of teacher were 15 Thai EFL teachers who taught at the secondary schools level in Krabi Province (five teachers from each school size). The participants were selected by simple random sampling. After the pilot study, the reliability value of the survey questionnaires was checked by using Cronbach’s alpha coefficient method. Using this method of analysis reliability values of more than 0.7 are considered acceptable. The reliability of the Teacher Uses of

Media Questionnaire was 0.983. These can be interpreted that the questionnaire had “high” reliability.

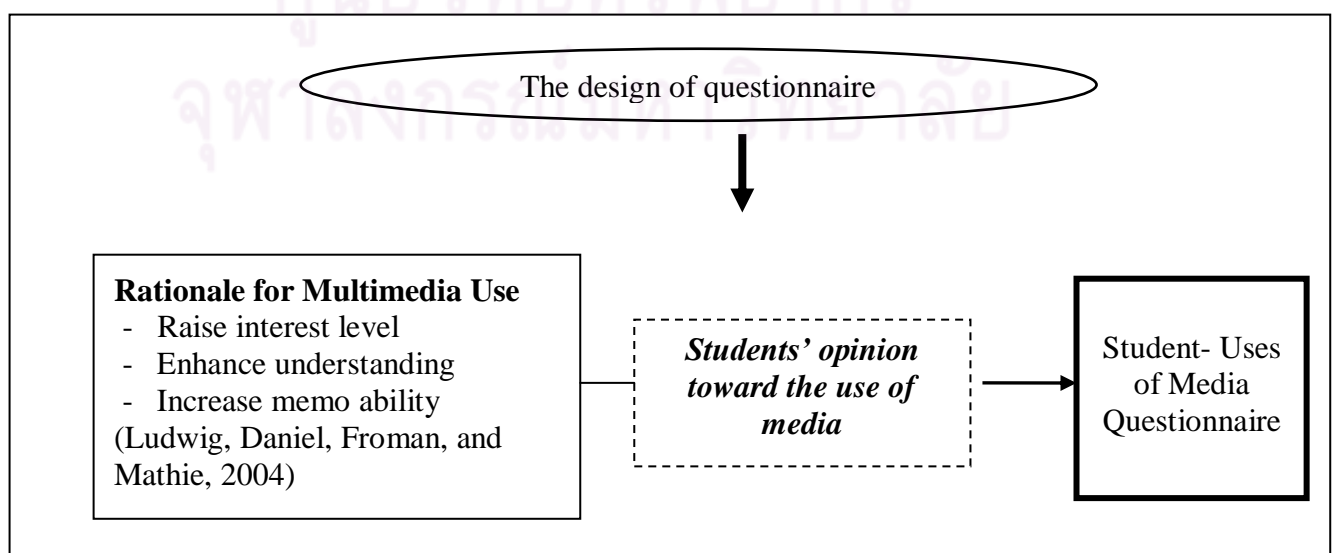
In sum, this step was to pilot test in order to check its reliability. 15 Thai EFL teachers participated in this study. The finding indicated that the reliability of the Teacher Uses of Media Questionnaire was 0.983. Finally, the Teacher Use of Media Questionnaires was revised for the main study.

2. Student Uses of Media Questionnaire Construction

In order to construct the Student Uses of Media Questionnaire, there were three steps to construct Student Uses of Media Questionnaire as follows. The first step was to review Ludwig, Daniel, Froman, and Mathie’s study (2004). The purpose of this questionnaire was focused on students’ opinion towards teacher used of media in reading instruction. Thus, the questionnaire was designed based on Ludwig, Daniel, Froman, and Mathie’s study (2004) in order to identify students’ opinion (see Figure 3.4)

Figure 3.4

Steps in Student Uses of Media Questionnaire Construction



The second step was to validate the content of the questionnaire by experts in the field of language teaching using the IOC index. Findings showed that all items were accepted (see Appendix H). The last step was to pilot test in order to check its reliability. Six students who studied at secondary school participated in this study. The finding indicated that the reliability of the Student Uses of Media Questionnaire was 0.826. Lastly, the Student Use of Media Questionnaires was revised for the main study.

Student Uses of Media Questionnaire

Student Uses of Media Questionnaire (see Appendix C) consisted of 4 sections which were related to students' opinion about what and how teacher used media in EFL reading instruction. The first part of the Student Uses of Media Questionnaire consisted of 1 item, the second part consisted of 4 items, the third part consisted of 9 items and the last part consisted of 4 items. The items were constructed based on the previous studies (Ludwig, Daniel, Froman, and Mathie, 2004). The items also asked students to mark a number that applied to them using a five-point Likert scale ranging from 1 to 5.

5	means	strongly agree
4	means	agree
3	means	neutral
2	means	disagree
1	means	strongly disagree

In conclusion, Student Uses of Media Questionnaire was use to explore students' opinion towards the use of media in reading instruction. The questionnaire consisted of 4 sections 18 items.

3. Fieldnotes

While observing, the researcher used Teacher Uses of Media Fieldnote to take notes of what materials and how teachers used media in EFL reading instruction. In Fieldnotes, it consisted of two parts. The first part was the introduction, including name, date/month/year, timeframe, and school name. The second part was an open-ended log including what and how teachers used each media in EFL reading instruction (See Appendix D).

The participants in the observation were 6 teachers from the small, medium, and large scale secondary schools in Trang Province (2 teachers from school size). The participants for the observation were selected by simple random technique. The researcher selected 1 participant from the ranking number of teachers who got the most 10% of frequent use of media, and one teacher who get the least 10% of the frequent use of media from each level to participate in the observation. The participants were observed randomly in class and out of the class 3 times throughout the second semester of Academic Year 2009 (18 classes). Each class lasted 50 minutes for the field observation.

4. Semi-Structure interview

The Semi-Structured Interviews were employed primarily to follow up on the information obtained from the survey questionnaire. Two teachers were selected from each level based on those who reported at the most frequent and the least frequent uses

of media. The Semi-Structured Interview consisted of 12 open-ended questions to elicit the information concerning the interviewees' current practices as well as their experience with, and their opinions towards using media in their classroom (see Appendix E). The interview was conducted in Thai and tape recorded to capture all information and for further content analysis.

Data Collection

The data collection was carried out in January- February 2009. Teacher Uses of Media Questionnaire and Student Uses of Media Questionnaire were given to students and teachers at the small, medium, and large secondary schools in Trang. The researcher gave an explanation to the participants about the purposes of the study and how to complete the questionnaire. The participants were asked to complete the questionnaire in the Thai version. All participants had as long as one week to complete and return the questionnaire to the researcher. The Teacher Uses of Media Questionnaire was distributed to teachers who taught at the small, medium, and large secondary schools in Trang. (3, 5 and 10 questionnaires were sent to each schools), 127 (85% of the 148 questionnaires) were returned for descriptive analysis. The Student Uses of Media Questionnaire was distributed to the secondary school students (15, 25 and 35 questionnaires were sent to small, medium and large schools, respectively), only 76.77% of the 499 questionnaires were returned for descriptive analysis (n = 398).

The fieldnotes was used to observe 6 teachers from the small, medium, and large secondary schools in Trang Province. Each participant was observed randomly

in class and out of the class 3 times throughout the second semester of Academic Year 2009 (18 classes). Each class lasted 50 minutes for the field observation.

The Semi-Structure Interview was conducted after analyzing the data from the Teacher Uses of Media questionnaire in order to select those who reported using media the most frequent and the least frequent. Two teachers were selected from each school based on their reported use of media at the most frequent and the least frequent use (n =12). The interview was prompted by a list of questions. All interviewees preferred to use Thai because it was easier for them to express their opinions. Each interview session lasted from 20 to 30 minutes. All the interviews were audiotape recorded while being interviewed.

Data Analysis

The exploratory survey data was analyzed using the descriptive statistic. The data obtained from the Teacher Uses of Media Questionnaire and Students Uses of Media Questionnaire were calculated using the frequency percentage, group mean scores and standard deviation on each item of the statements. Later, the fieldnotes from the field observations and the information from the Semi-Structure Interview were analyzed using content analysis.

Table 3.4

Summary of the research instrument for collecting data

Research Instrument	Research question	Data Analysis
1. Teacher Uses of Media Questionnaire	1. What types of media do EFL teachers use in reading instruction? (Item 1-8)	Descriptive Statistics
2. Student Uses of Media Questionnaire	2. Why do EFL teachers use media in their reading instruction? (Item 9) 4. What are EFL teachers' opinions towards the use of media in reading instruction? (Item 21-24) 5. What are EFL students' opinions toward the use of media in reading instruction? (Item 1-4)	
3. Fieldnotes	3. How do EFL teachers use media in reading instruction?	Mean, Standard deviation Content Analysis
4. Semi-Structure Interview	1. What types of media do EFL teachers use in reading instruction? 2. Why do EFL teachers use media in their reading instruction? 4. What are EFL teachers' opinions towards the use of media in reading instruction?	Content Analysis

CHAPTER IV

FINDINGS

This chapter presents the results both quantitative and qualitative which were obtained from questionnaires and interview. The findings are reported according to the research questions which were:

1. What types of media do EFL teachers use in reading instruction?
2. Why do EFL teachers use media in their reading instruction?
3. How do EFL teachers use media in reading instruction?
4. What are EFL teachers' opinions towards the use of media in reading instruction?
5. What are EFL students' opinions towards the use of media in reading instruction?

Finding from Questionnaire

Research question 1: What types of media do EFL teachers use in reading instruction?

The first research question focuses on the use of different kinds of media in reading instruction. There were 8 items in Part 2 section 1 and 11 items in section 3 of Teacher Uses of Media Questionnaire which were designed to answer this question. In order to examine types of media used in reading instruction, the participants were asked to rank how often they used media in class. The data were analyzed to find the mean score of each type of media that teacher used in reading instruction. In the present study, the mean scores were interpreted using the following criteria.

4.21 – 5.00	means	teachers reported that they used media at a “very high” level
3.41 – 4.20	means	teachers reported that they used media at a “high” level
2.61 – 3.40	means	teachers reported that they used media at a “moderate” level
1.81 – 2.60	means	teachers reported that they used media at a “low” level
1.00 – 1.80	means	teachers reported that they used media at a “very low” level

The group means scores and standard deviations of media use by EFL teachers who taught at secondary school levels in reading instruction was presented in Table 4.1

Table 4.1

Means and standard deviations of media use by EFL teachers at all school sizes

Type of media		Large School	Medium School	Small School
Written texts	Mean	2.74	2.60	2.50
	S.D.	2.51	0.60	0.56
Visual aids	Mean	2.70	2.47	2.62
	S.D.	0.54	0.53	0.56
Audio aids	Mean	2.34	2.28	2.10
	S.D.	0.45	0.60	0.37
Technology	Mean	2.27	2.52	2.15
	S.D.	1.07	0.92	0.52

The overall mean score from Table 4.1 was reported that the written texts were used the most frequently at the large and medium schools. However, teachers at small school tended to use visual aids more frequently than any other media.

When considering to the detail about each type of media used in reading instruction, the data was shown in Table 4.2

Table 4.2

Means, standard deviations of the use of written text in reading instruction (n = 127)

Written texts	Large School		Medium School		Small School	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
Textbooks	4.20	0.94	4.12	0.89	3.90	1.20
Newspapers	3.23	0.83	3.05	0.93	3.60	1.07
Journals	2.66	1.01	2.49	1.00	2.40	0.52
Magazines	2.68	0.81	2.38	0.94	2.20	0.79
Novels	2.02	0.82	2.02	1.10	1.60	0.84
Story books	2.64	1.41	2.34	0.92	2.70	1.34
Short stories	2.93	1.23	2.20	1.04	2.50	1.51
Cartoons	2.95	0.92	2.60	1.13	2.80	1.40
Brochures	3.05	0.88	2.59	0.78	2.80	1.32
Theater programs	1.73	0.80	1.96	1.01	2.30	1.57
Timetables for bus	2.45	0.83	2.54	0.89	1.60	0.70
Menus	2.75	1.01	2.78	0.94	2.70	1.34
Recipes	2.70	1.17	2.61	1.00	1.70	0.82
Horoscopes	2.39	1.11	2.76	1.03	2.20	0.79

The use of written texts as shown in Table 4.2 showed that teachers in the large schools tended to use textbooks at a high level in reading instruction ($\bar{x}=4.20$) and used the theater programs at a low level ($\bar{x}=1.73$). In a medium schools, teachers also used textbooks the most in reading instruction ($\bar{x}=4.12$) and used theater program the least ($\bar{x}=1.96$). In a small schools, teachers used the textbooks the most ($\bar{x}=3.90$) and used novels and timetables for bus the least ($\bar{x}=1.60$). It is apparent that textbooks were the main teaching media in reading instruction in all school levels. However, teachers tended not to use the theater programs, timetables for bus and novels while teaching reading instruction.

Table 4.3

Means, standard deviations of the use of visual aids in reading instruction (n = 127)

Visual aids	Large School		Medium School		Small School	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
Blackboard	4.54	1.06	4.06	0.88	3.50	1.35
Flashcards	2.50	0.99	2.29	0.96	2.90	1.73
Diagrams	2.43	0.97	2.30	1.10	2.40	1.07
Charts	2.50	0.99	2.29	0.96	2.90	1.37
Graphs	2.20	0.98	2.04	0.99	2.80	1.23
Globes	1.79	0.87	1.57	0.75	2.20	0.79
Maps	2.46	0.91	2.52	0.89	2.30	0.82
Overhead Projectors	2.41	1.14	2.33	1.14	2.20	1.14
Picture from Magazines	2.86	0.82	2.68	1.04	2.20	1.32

Table 4.3 (Continued)

Means, standard deviations of the use of visual aids in reading instruction (n = 127)

Visual aids	Large School		Medium School		Small School	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
Posters	2.70	1.03	2.56	0.92	3.20	1.32
Photos	3.52	1.13	2.87	0.95	3.20	1.14
Objects	3.50	1.18	3.29	1.06	3.10	1.37
Puppets	1.75	0.86	1.30	0.62	1.20	0.63

Table 4.3 indicates the use of visual aids in reading instruction. When considering the data on each school level separately, the findings showed that teachers in the large schools tended to use blackboard as their main media at a very high level ($\bar{x}=4.54$). Puppet was used at a very low level in reading instruction ($\bar{x}=1.75$). In the medium schools the blackboard was mostly used ($\bar{x}=4.06$) and puppet was the last used ($\bar{x}=1.30$). And the small schools showed the same data, teachers used blackboard the most ($\bar{x}=3.50$) and puppet the least ($\bar{x}=1.20$).

In sum, the data in Table 4.3 showed what visual aids were used in reading instruction. Teachers at all school levels reported that they used blackboard more frequently than any other media. The puppet was used the least in reading instruction at all school levels.

Table 4.4

Means, standard deviations of the use of audio aids in reading instruction (N = 127)

Audio aids	Large School		Medium School		Small School	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
Tapes	3.16	1.20	2.85	1.12	2.40	1.35
CD-ROMs	3.25	1.18	2.88	1.04	3.20	1.40
Videos	2.29	1.00	2.13	0.95	1.90	0.99
VCDs	3.23	1.04	3.16	1.01	3.20	1.40
DVDs	2.66	0.98	2.66	1.11	3.00	1.25
Radio Broadcasts	1.63	0.52	1.67	0.94	1.10	0.32
Televisions	2.23	0.79	2.45	1.13	3.00	1.49
Movies	2.07	0.78	1.95	1.02	1.70	0.67
Filmstrips	1.50	0.69	1.35	0.69	1.10	0.32
Talk Shows	1.46	0.76	1.59	0.96	1.10	0.32
Clip Videos	1.61	0.68	1.40	0.83	1.10	0.32
Music Videos	1.64	0.52	1.79	1.00	1.50	0.53
Songs	3.13	0.85	3.00	1.03	3.00	1.25
Sound Labs	2.30	1.17	2.55	1.00	1.90	0.74
Self-Access	2.89	1.22	2.70	1.11	2.30	0.67

Table 4.4 presents the use of audio aids in reading instruction. For the audio aids at each size of school, teachers at the large schools used CD-ROM ($\bar{x}=3.25$) more often than any other media and rarely used the talk shows while teaching reading in classroom ($\bar{x}=1.46$). The VCD was used the most ($\bar{x}=3.16$) and the filmstrip was

used the least ($\bar{x}=1.35$) in the medium schools. At the small schools teachers used CD-Rom and VCD ($\bar{x}=3.20$) the most frequently and used the radio broadcast, filmstrip, talk show and clip video the least frequently ($\bar{x}=1.10$).

As shown in Table 4.4, teachers at all school levels used the CD-Rom and VCD more often than any other types of audio aids. On the other hand, the talk show, filmstrip, radio broadcast, and clip video were used the least in reading instruction.

Table 4.5

Means, standard deviations of the use of technology in reading instruction (N = 127)

Technology	Large School		Medium School		Small School	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
Computer Labs	2.34	1.24	2.49	1.14	2.20	0.92
CALLs	2.32	1.42	2.28	1.14	1.70	0.82
Internet	2.45	1.19	3.15	1.08	3.30	1.06
E-mail	1.96	1.11	2.18	1.19	1.40	0.70

Table 4.5 reports the use of technology in reading instruction. Among the four types of technology, the internet was the most frequently used and the e-mail was the least frequently used at all school levels.

When considering the data for sources of each media starting with written text (see Appendix J), teachers indicated that they were able to find some types of written text at their schools. Most of the written texts such as textbooks, newspapers, magazines, journals, novels, story books, short stories and cartoons were provided by

the school. However, only some teachers at the large and medium schools created media by themselves. The data for sources of visual aids (see Appendix K) reported that the blackboard, globe, map, and overhead projector were provided by all school levels. Some types of visual aids, teachers have to provide themselves, for instance poster, picture from magazine, photo and objects. The puppet was not provided by schools so teachers have to develop it themselves. The data for sources of audio aids in reading instruction (see Appendix L) showed that most of audio aids were available at the schools for example; tape, CD-Rom, video, VCD, DVD, and TV. The data for sources of audio aids in reading instruction showed that most of the technologies were available at the schools (see AppendixM). Only 20% of small schools did not have computer labs.

When considering to the detail about type of media used in reading process the data was shown in Table 4.6

Table 4.6

Means, standard deviations of the use of media in reading process

The use of media in reading process	Large School		Medium School		Small School	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
The following media is appropriate for pre-reading activities	3.62	0.82	3.48	0.76	3.43	0.66
-Written text	3.86	0.98	3.79	0.99	3.20	1.32
-Visual aids	3.64	1.21	3.29	0.95	3.40	0.84
-Audio aids	3.38	1.18	3.48	1.06	3.90	0.74
-Technology	3.61	1.11	3.35	1.08	3.20	0.63

Table 4.6 (Continue)

Means, standard deviations in reading instruction

The use of media in reading process	Large School		Medium School		Small School	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
The following media is appropriate for while-reading activities	3.74	0.68	3.57	0.73	3.50	0.71
-Written text	4.29	0.85	4.05	1.04	3.70	1.57
-Visual aids	3.59	1.01	3.44	1.02	3.20	0.92
-Audio aids	3.45	1.01	3.45	1.00	3.50	0.97
-Technology	3.63	0.93	3.35	1.01	3.60	0.52
The following media is appropriate for post-reading activities	3.77	0.85	3.43	0.81	3.35	0.63
-Written text	3.93	0.91	3.80	0.99	3.40	1.43
-Visual aids	3.64	1.05	3.18	0.92	3.20	0.92
-Audio aids	3.66	1.03	3.35	1.02	3.30	0.95
-Technology	3.86	1.03	3.38	1.16	3.50	0.53
The following media can be considered successful in reading instruction	3.67	0.86	3.56	0.77	3.40	0.77
-Written text	4.07	0.93	3.96	0.91	3.30	1.34
-Visual aids	3.41	1.14	3.37	1.00	3.30	1.06
-Audio aids	3.41	1.12	3.46	0.97	3.50	1.08
-Technology	3.80	1.00	3.44	1.04	3.50	0.71

This statement asked about how teachers use media in reading process. In order to examine the used of media in reading instruction, three reading process were

included which are pre, while and post reading. According to table 4.6, the data showed that teachers in all school level frequently use media in pre-reading (large school level $\bar{x} = 3.62$, medium school level $\bar{x} = 3.48$ and small school level $\bar{x} = 3.43$).

In the pre-reading process, both teachers from the large and medium school levels agreed that the written text is appropriate for pre-reading activities. In contrast, teachers at the small school levels pointed out that the most appropriate media for pre-reading activities is audio-aids.

Similarly, in the process of while-reading, the result from teachers at all school levels indicated that the most appropriate media for while-reading activities is the written text (large school level $\bar{x} = 4.29$, medium school level $\bar{x} = 4.05$ and small school level $\bar{x} = 3.70$).

For the post-reading process, the written text was the most appropriate media in large and medium school level. However, teachers at small school level pointed out in a different way. They indicated that both written text and technology are the most appropriate media to use at the post-reading process.

To summarize the results for research question 1, the data presented that teachers sometimes used four main types of media in their reading instruction which are written text, visual aids, audio-aids and technology. Each type of media that used the most frequently in reading instruction was textbooks, blackboards, CD-ROMs/VCDs and internet. On the other hand, media that used the least frequently was theater programs/timetables for bus/novels, puppets, video clips and e-mail.

Different types of media also came from different sources. Starting with written texts, most of the written texts were available at schools such as textbooks, newspapers, magazines, journals, novels, story books, short stories and cartoons.

Blackboard was the main media from visual aids that teachers used the most because it can be found at all school levels. Some types of visual aids were not provided by schools such as posters, pictures from magazine, photos and objects, they had to find or develop them. Similar to visual aids, teachers could find most of the audio aids at schools. Those audio aids are tapes, CD-ROMs, videos, VCDs and TV. However, if teachers wanted to use the movies or clip videos in reading instruction they have to search for it themselves. For the technology computer labs, CALLs, internet and e-mail were provided by the schools.

Finally, types of media in reading process. The results of this study indicated that at a large and medium school level written text was used at all reading processes. On the contrary, using visual and technology in a small level school was the most successful in reading instruction.

Research question 2: Why do EFL teachers use media in their reading instruction?

To answer the second research question, Teacher Uses of Media Questionnaire was distributed to 127 participants (Part 2, section 2 of the questionnaire). The item in this section focused on different purposes of using media in reading instruction. Table 4.7 shows the purposes of using media.

Table 4.7

Means, standard deviations of purpose of using media in reading instruction

Purposes of using media	Large School		Medium School		Small School	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
It helps students develop reading skills.	4.36	0.80	4.50	0.74	4.60	0.52
It is appropriate with the content.	4.52	0.66	4.49	0.63	4.60	0.52
It is relevant to the lesson.	4.54	0.66	4.41	0.80	4.30	0.48
Saving time/ It helps students understand lesson easier.	4.16	0.85	4.21	0.94	4.50	0.53
It is worthwhile with time and tasks.	3.68	0.94	3.79	1.02	3.00	1.15
It is clear and not too complicated.	4.50	0.57	4.29	0.84	4.10	0.74
It motivates students' attention.	4.16	0.93	4.35	0.79	4.50	0.53
It helps students participate in the activity.	4.30	0.81	4.44	0.69	4.00	0.67
It helps students remember what they had learnt.	4.09	0.90	4.15	0.86	4.40	0.52
It is not too expensive.	4.25	0.81	3.96	1.00	4.20	0.79
overall	4.26	0.53	4.26	0.62	4.22	0.31

Table 4.7 indicated different purposes for using media in reading instruction. Teachers at different schools tended to have different purposes of using media. Most of the teachers at the large schools agreed to select media according to the relevancy of the lesson ($\bar{x}=4.54$). The teachers at the medium schools responded that they chose

media because it developed students' reading skills ($\bar{x}=4.50$). Teachers in the small schools also had different purposes. They chose media because it was appropriate with the content and developed students' reading skills ($\bar{x}=4.60$). All teachers at all schools agreed that they did not choose media because they were worthwhile with time and tasks.

Research question 4: What are EFL teachers' opinions towards the use of media in reading instruction?

To answer this research question, the third part of Self-Report Teacher Uses of Media Questionnaire was used with participants. This questionnaire consisted of 4 items which asked participants to respond regarding their opinions toward the use of media in reading instruction.

In order to explore the opinion towards the use of media in reading instruction, the participants were asked to indicate their opinion using five-point Likert scales ranging from 5 (strongly agree) to 1 (strongly disagree). The mean scores were interpreted using the following criteria.

4.21 – 5.00	means	teachers were likely to have “very positive” attitudes
3.41 – 4.20	means	teachers were likely to have “positive” attitudes
2.61 – 3.40	means	teachers were likely to have “neutral” attitudes
1.81 – 2.60	means	teachers were likely to have “negative” attitudes
1.00 – 1.80	means	teachers were likely to have “very negative” attitudes

Table 4.8 illustrates the mean, the standard deviation to each of the statements in part three of the survey questionnaire.

Table 4.8

Means, standard deviations of teachers' opinions toward the use of media in reading instruction

Opinions toward the use of media	Large School		Medium School		Small School	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
1. Media is needed in reading instruction	4.66	0.61	4.56	0.83	4.34	0.63
2. The following media is necessary in reading instruction	4.32	0.77	4.22	0.78	4.54	0.74
- Written text	4.16	0.89	4.09	0.63	4.10	0.99
- Visual aids	3.82	0.99	3.54	0.98	3.59	1.12
- Audio aids	3.55	1.19	3.59	1.12	3.10	0.74
- Technology	3.82	0.99	3.76	1.08	3.70	1.57
3. Teachers' opinions toward the use of media in reading instruction						
3.1 Media can help student understand lesson easier.	4.66	0.61	4.56	0.83	4.60	0.52
3.2 Media can guide students to understand the ambiguous point.	4.14	1.09	4.20	0.74	4.30	0.67
3.3 Students can get extensive experience while using media.	4.54	0.74	4.56	0.63	4.50	0.53

Table 4.8 (Continued)

Means, standard deviations of teachers' opinions toward the use of media in reading instruction

Opinions toward the use of media	Large School		Medium School		Small School	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
3.4 Media can lead students to participate more in activity.	4.32	0.77	4.39	0.68	4.50	0.71
3.5 Media can encourage students to study.	4.23	0.89	4.27	0.86	4.50	0.53
3.6 Using media saves time.	4.32	0.88	4.22	0.86	4.30	0.67
3.7 Media can help students learn efficiently in reading class.	4.20	0.98	4.32	0.78	4.70	0.48

Table 4.8 reported teachers' opinions towards the use of media in the reading instruction. Most of teachers at all school agreed that media was the important part in reading instruction especially at the large schools ($\bar{x} = 4.66$). Moreover, it was indicated that the written text was necessary in reading instruction at all schools.

According to teachers' opinions towards the use of media, the data was apparent that teachers from the large schools agreed that using media in reading instruction was the most useful way to help students understand lesson better ($\bar{x} = 4.66$). Furthermore, teachers from the medium schools also reported that using media was the most useful way to help students understand lesson better and students can get extensive experiences while teachers using media in reading instruction ($\bar{x} = 4.56$).

On the other hand, teachers from the small schools differed in their opinions. They reported that using media could help students learn to read efficiently in reading class ($\bar{x} = 4.70$).

Moreover, teachers pointed out to the problem of using media in reading instruction in three aspects, including the preparation and provision, quality and quantity of media and services as shown in Table 4.9

Table 4.9

Means, standard deviations of teachers' opinions toward problem of using media in reading instruction

Problems of using media in reading instruction	Large School		Medium School		Small School	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
<u>Preparation and provision</u>						
Teachers have no time for media.	3.02	1.17	3.21	1.38	3.70	1.16
It is too complicate to prepare.	3.11	0.93	2.79	0.94	3.30	1.16
School does not have enough budgets to provide media.	3.30	1.26	3.73	1.16	4.40	1.07
Teachers never had any training on how to use it.	3.14	0.92	2.68	1.10	2.70	1.25
It is not convenient to use media in classroom.	3.59	1.30	3.59	1.04	4.10	1.37
Using media in class is waste of money and time.	2.59	0.95	1.91	0.91	1.50	0.85
Teachers can not find media that relevant to the lesson	2.79	1.34	3.11	1.19	3.70	1.57

Table 4.9 (Continued)

Means, standard deviations of teachers' opinions toward problem of using media in reading instruction

Problems of using media in reading instruction	Large School		Medium School		Small School	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
<u>Quality and quantity of media</u>						
The amount of media is limited and it is not enough for all students.	3.29	1.22	3.38	1.35	4.30	1.34
Media is not ready to use.	3.00	1.33	2.85	1.35	4.30	1.25
Media provided by school is out of date.	3.04	1.13	2.94	1.39	4.20	1.14
<u>Services</u>						
Teacher can not find suitable media that relevant to the lesson.	2.20	1.15	2.91	1.33	3.70	1.64
It is not convenient when asking to use media.	2.50	1.39	2.46	1.18	1.50	0.85
Do not have staff to advise how to use media.	2.55	1.11	2.77	1.37	3.60	1.51
Don't have opportunity to share any ideas of what media should be purchase.	2.66	1.50	2.68	1.44	2.30	1.34
Overall	2.91	0.67	2.93	0.77	3.38	0.88

Table 4.9 reports teachers' opinions towards the problems of using media in reading instruction. The data showed that teachers from the small schools have more difficulty in using media than any other schools. It was also found that the problems were divided into 3 aspects which are: preparation and provision, quality and quantity of media and services.

Aspect of preparation and provision

According to the aspect of the preparation and provision, teachers at the large schools indicated that using media was limited to inconvenient use of media in the reading classroom ($\bar{x} = 3.59$). However, teachers at the medium and small schools indicated that the most serious problem was due to insufficient budgets allocated to purchase media (medium schools $\bar{x} = 3.59$ and small schools $\bar{x} = 4.40$).

Aspect of quality and quantity of media

For the quality and quantity of media, teachers at all schools agreed that the amount of media was not sufficient for all students to use in the reading instruction. Also, some kinds of media at the small schools were not ready to be used (the large schools $\bar{x} = 3.29$, medium schools $\bar{x} = 3.38$ and small schools $\bar{x} = 3.29$).

Aspect of media service

Finally, when focusing on media services, the findings indicated that teachers at the large schools did not have an opportunity to share ideas with schools with respect to what media should be purchased ($\bar{x} = 2.66$). Meanwhile, teachers at the medium and small schools reported that they were unable to find the suitable media that was relevant to the lesson (medium school $\bar{x} = 2.91$ and small school $\bar{x} = 3.70$).

Research question 5: What are EFL students' opinions towards the use of media in reading instruction?

The research instrument used to answer this research question was Student Uses of Media Questionnaire. This questionnaire consists of 4 items which asked students' opinions about what and how teachers use media in the reading instruction. The mean scores and standard deviations from students' opinions are presented in table 4.10

Table 4.10

Means, standard deviations of students' opinions toward the use of media in reading instruction (N = 398)

Opinions toward the use of media	\bar{x}	S.D.
1. Using media in reading instruction is necessary for student.	4.28	0.65
2. Do you agree if teacher used the following media in reading instruction		
- Written texts	4.17	0.69
- Visual aids	4.02	0.77
- Audio-aids	4.28	0.75
- Technology	4.41	0.74
3. Students' opinions toward the use of media in reading instructions	4.32	0.69
3.1 I think media make learning more interesting.		
3.2 I think learning with media is fun and not bored.	4.28	0.72
3.3 I think media will help students understand the lesson better.	4.12	0.72
3.4 I think media can guide students to understand the ambiguous points.	3.95	0.72

Table 4.10 (Continued)

Means, standard deviations of students' opinions toward the use of media in reading instruction (N = 398)

Opinions toward the use of media	\bar{x}	S.D.
3.5 I think media can lead students to participate more in the reading activity.	4.05	0.78
3.6 I think media can encourage students to study.	4.05	0.80
3.7 I think media can help students learn efficiently in the reading class.	4.11	0.77
3.8 I think using media save time.	3.88	0.88
4. Students' feeling while teacher used media in reading instruction		
4.1 I feel enjoyable and pay more attention to the lesson.	4.31	0.71
4.2 I feel uncomfortable because teachers do not have any experiences of how to use media.	2.45	0.88
4.3 I feel it is waste of time.	2.27	0.88
4.4 I feel bored and want the class finish as soon as possible.	2.37	1.07

Table 4.10 presented the opinion of students toward the used of media in the reading instruction. The responses of participants showed strong preference for the use of media in reading instruction since more than half, or approximately 53%, agree with the statement using media in reading instruction is necessary for student.

According to students' opinions toward the use of media in reading instruction, the data indicated that most of students showed positive opinion. The top three points are in the aspect of making learning more interesting, learning with media is fun and students can get extensive experience. The majority of the students pointed out that

using media make learning more interesting ($\bar{x} = 4.32$). Next is learning with media is fun and not bored ($\bar{x} = 4.28$). Finally, students can get extensive experiences while teacher using media ($\bar{x} = 4.18$).

In sum, according to students' opinion towards the use of media in reading instruction, it was found that most of the students showed positive opinions on the effects of using media. Students showed a strong preference for the use of media in reading instruction since more than half of them agreed that using media was essential in reading instruction.

Finding from Semi-Structure and Fieldnotes

The additional data elicited from the fieldnotes and interviews were analyzed to triangulate and confirm the answers according the research questions. The research instrument used to reply to research question 3 was field notes. Fieldnotes were used three times while observing throughout the semester. The data from fieldnotes were summarized and reported in the aspects of how teachers use each of the media in reading instruction. Moreover, the research instrument used to reply to research question 1, 2 and 4 was semi-structure interview. According to Simi-structure interview, there are 12 items of open-ended questions which used to elicit teacher's opinion toward the use of media in reading instruction.

Research Question 1: What types of media do EFL teachers use in reading instruction?

Finding from the interview

There were six teachers from all schools participate in the semi-structure interview. From the interview data it was indicated that most of teachers used media in reading instruction. Most of them expressed strong belief in the need of media in reading instruction. As one stated “I think media is need in reading instruction.” More teachers were agreed:

1. “สื่อมีประโยชน์มาก ๆ และจำเป็นอย่างยิ่งในการสอน”

“Media is very useful and needed while teaching.”

2. “สื่อมีความจำเป็น เพราะถ้ามีสื่อที่ดีก็ช่วยให้การเรียนการสอนง่ายขึ้น”

“Media is necessary because good media can help teaching and learning easier.”

3. “สื่อมีประโยชน์มากค่ะ และครูมีความจำเป็นต้องใช้สื่อในห้องเรียน”

“Media is very useful and teacher needed to use media in classroom.”

4. “ถ้าเป็นไปได้ ครูก็ควรจะใช้สื่อในขณะที่สอนเพราะ โดยส่วนตัวแล้วอาจารย์คิดว่าสื่อมีความจำเป็น

เป็นมาก เพราะปีที่แล้วอาจารย์สอนการอ่านโดยไม่ ใช้สื่อ ปรากฏว่าผลสัมฤทธิ์ของนักเรียนออกมา
ก่อนข้างต่ำ เพราะฉะนั้นอาจารย์เลยคิดว่าจำเป็นต้องใช้สื่อ”

“If it possible, teacher should use media while teaching in classroom. From my opinion, I think media is very necessary because last year I taught reading without using media and it turned out that students’ achievement is quite low so using media is necessary.”

The following interview types of media that teachers used in reading instruction. The interview data showed that media that teachers used in reading instruction were based on these four types of media.

Written texts. The interview data revealed that teachers used different kinds of written text in reading instruction. Teachers seemed to use textbooks, newspapers and magazines more often than any other media in classroom. Moreover, most of them stated that they also provided media themselves. The following excerpts showed a part of the interview data that revealed different kinds of written text which teacher used in reading instruction.

1. “ส่วนใหญ่ถ้าสอนการอ่านเนี่ยะครูจะใช้หนังสือเรียนเป็นหลักนะ ”

“Mostly I always use textbook when I teach reading.”

2. “ถ้าสอนการอ่านเนี่ยะ ครูจะเลือกใช้สื่อจำพวกนิตยสาร หรือหนังสือพิมพ์ เพราะจะช่วยให้ นักเรียนอ่านแล้วเข้าใจบทความ ได้ดียิ่งขึ้น ทันโลกทันเหตุการณ์”

“If I teach reading I will choose media such as magazine or newspaper because it will help student to understand the lesson easier. Modernize and up to date.”

3. “สื่อที่ใช้อยู่บ่อย ๆ คือ หนังสือเรียน หรือบางครั้งครูก็ซื้อหนังสือพิมพ์พวก Student Weekly มาใช้สอนในห้องเรียน”

“Media that used very often is textbook or sometimes I bought newspaper like Student Weekly to teach in classroom.”

4. “Worksheet ที่ใช้สอนเนี่ยะ ส่วนมากเนื้อหาที่ครูเลือกมาใช้สอนครูก็จะนำมาจากนิตยสารบ้าง หนังสือพิมพ์บ้าง แล้วแต่เรื่องที่เรียน”

“Most of the content in worksheet I get it from magazine or newspaper, up to the topic.”

Visual aids and Audio-aids. Apart from written text, teachers also use some kinds of visual aids and audio aids in reading instruction. The data from interview showed that teachers used blackboard, overhead projectors, CDs and VCDs more frequently in classroom. See the following examples.

1. “อาจารย์จะใช้สื่อของจริง เพราะมันง่ายต่อนักเรียน นักเรียนจะ get และเข้าใจได้ง่าย”

“I used objects because it is easy for student. They will get it easier.”

2. “ในด้านคำศัพท์ที่นักเรียนไม่รู้เนี่ยะ ครูก็จะเขียนคำศัพท์เหล่านั้นไว้บนกระดาน แล้วก็พยายามยกตัวอย่างประโยคให้นักเรียนช่วยกันเดาความหมายคำศัพท์ ครูคิดว่าวิธีนี้เด็ก ๆ จะเข้าใจเนื้อเรื่องที่อ่านได้ง่าย”

“For some words that students do not know the meaning I will wrote it down on the blackboard and try to give them the example sentences. So students have to guess the meaning of each word, I think teaching with this way student can understand the text easier.”

3. “เดี๋ยวนี้เราไม่ค่อยใช้กระดานดำกันแล้ว ที่โรงเรียนเค้าก็จะจัดซื้อ overhead projector ให้นะคะ มันก็จะสะดวกมากขึ้น ครูก็แค่หาภาพที่ link กับเรื่องที่จะเรียนมาใช้ในการช่วยสอนค่ะ”

“Nowadays we do not use blackboard anymore. The school already provided overhead projector for teachers. It is very convenient; teachers just find the picture that link with the topic to teach in class.”

4. “ครูจะใช้สื่อเป็นประจำในการเรียนการสอน แต่ไม่ใช่สื่อเดิม ๆ นะคะ เพราะเดี๋ยวนักเรียนจะเบื่อ อย่างพวก CD หรือ VCD ครูก็จะใช้บ้างเป็นครั้งคราว”

“I always use media while teaching but I will not use the same media because students might get bore. I sometimes use CD or VCD.”

Technology and Internet. All schools have technology in their school. Technology including computer labs, computer-assisted language labs, internet and e-mail. The interview data revealed that teachers used computers, internet, CALL and e-learning while teaching reading in classroom. See the following examples.

1. “ส่วนมากครูก็จะค้นหาเนื้อหาจาก internet แล้วก็เลือกหัวข้อที่น่าสนใจ print มาให้เด็ก ๆ”

“Mostly, I search information from the internet, find out the interesting topic and print it for my students.”

2. “อย่างสื่อที่ใช้เป็นหลักตอนนี้ก็คือ สื่อ e-learning ตัวนี้นะคะ เพราะตอนนี้ topic ของเราก็คือ

Unseen in Trang.”

“The major media that I used nowadays is e-learning because the topic is Unseen in Trang.”

3. “บางครั้งก็จะใช้ com หรือ internet บ้างนะคะ จะให้พวกเค้าอ่านเรื่องจาก internet”

“Sometime I chose computer or internet so they can read story from the internet.”

Furthermore, the interview data also pointed out sources of media that teacher chose to use in class. The data showed different sources of media. Some media were not provided by school or do not have it at school so most of teachers have to provide or made it by themselves.

1. “อ้อ ส่วนใหญ่ครูจะซื้อมาเองนะคะ อย่างพวกหนังสือพิมพ์หรือนิตยสารเนี่ยะ”

“Mostly media such as newspaper and magazine I will buy it.”

2. “ส่วนมากครูจะเตรียมมาเองค่ะ เพราะห้องสมุดไม่มี สื่อที่มีอยู่ก็ง่ายเกินไป ไม่เหมาะสมกับระดับของเด็ก”

“Teachers will provide media by themselves because library did not provide it for us. Some medias are too easy for student not appropriate for their level.”

3. “ก่อนจะนำสื่อมาสอนเนี่ยะ ครูก็ต้องศึกษาข้อมูลมาก่อน ส่วนสื่อพวกข่าว หรือโฆษณา ก็จะหามาจากนิตยสารหรือหนังสือพิมพ์”

“Before choosing media teacher have to study the information first. Media such as news or advertisement teachers have to search from newspaper or magazine.”

4. “สื่อ e-learning ตัวนี้ครูเป็นคนผลิตขึ้นมาเองค่ะ”

“I made this e-learning by myself.”

In summary, most of teachers expressed that media is need in reading instruction. There are four main types of media which are written text, visual aids, audio-aids and technology that teaches chose to use in their classroom. According to written text, teachers seemed to use textbooks, newspapers and magazines more often than other media in classroom. For visual aids and audio-aids they chose media that is easy to provide or already provided by school such as blackboardd, overhead projectors, CDs and VCDs. Moreover, computers, internets, CALL and e-learning also used by teachers in reading instruction.

Research Question 2: Why do EFL teachers use media in their reading instruction?

Finding from the interview

Base on research question 2 which is why do EFL teachers use media in their reading instruction? There are varieties of reasons why teachers used media in classroom. The following are some responses given by the interviewees.

1. “วัตถุประสงค์หรือคะ อืม...ส่วนมากครูก็จะพยายามเลือกสื่อที่ช่วยให้นักเรียนเข้าใจเรื่องที่เรียนได้ง่ายขึ้นนะคะ”

“Objective Um...mostly teacher tried to choose media that help students understand what they have learnt easier.”

2. “ครูเลือกใช้สื่อเพราะอยากให้นักเรียนเรียนแล้วสนุก ไม่เครียด เพราะภาษาอังกฤษเนี่ยะนักเรียนส่วนใหญ่จะไม่ค่อยชอบเรียน การเรียนโดยใช้สื่อก็จะช่วยกระตุ้นให้นักเรียนสนใจในบทเรียนคะ ”

“Teachers chose to use media because they want their students enjoy with the class not serious because most of students do not like to study English. Learning with media will motivate students’ interest in the lesson.”

3. “สื่อเนี่ยะมีประโยชน์มากนะคะ โดยเฉพาะสื่อที่มีภาพ และเสียง สื่อพวกนี้จะทำให้เด็ก ๆ เรียนอย่างสนุกสนาน ไม่เบื่อ”

“Media is very useful especially media that has picture and sound. These kinds of media will help students learn joyfully, not bore.”

4. “ถ้ามีสื่อก็จะช่วยให้การสอนง่ายขึ้น”

“Media will help teaching easier”

In conclusion, different types of media gave different advantages for learning a second language. There isn't one type of media that suited for language study so teachers selected media that suited for their students and the lesson.

Research Question 3: How do EFL teachers use media in reading instruction?

Finding from fieldnotes

This part of the research finding presented results obtained from fieldnotes. The fieldnotes were recorded three times while observing throughout the semester. The data from in and out of the classroom were summarized and reported how teachers used each of the media.

According to fieldnotes, result from teachers in the medium and large schools showed that they used visual aids to activate students' background knowledge. For example, teachers used pictures from magazine at the pre- reading process.

Description: Teacher asked students to create the sentence by using present simple tense according to the pictures from Trang Magazine. At the beginning of class, teachers divided students into small group and gave pictures to each group. It was the pictures about difference places in Trang. Then teachers asked question "What is your favorite place?" Students in each groups have to answer this question by wrote down the answer that match with the pictures using present simple tense.

Second, teachers at the medium schools used VCD to assess students' work. The use of media provided opportunities for students to assess their work as illustrated below:

Description: Teachers gave students worksheet. It was a song “All I have to do is dream”. Students listened to the song and filled the words into the blank. Finally, teacher let students read the song together to check whether they knew how each word pronounced. Then, teachers let students checked the answer from VCD. At the end, students practiced to sing a song together.

Third, teacher at the medium school used computer and internet to raise students’ comprehension.

Description: Teacher started the lesson by using the internet, the lesson is about “Unseen in Trang”. Students had to follow the construction and travel around in Trang by using the internet. After that teacher asked students to summarize the information by doing mind-map about the interesting place in Trang.

In summary, media consist of 4 general capabilities that can provide to support students learning to read such as activate students’ background knowledge, assess students’ work, respond to students’ work and provide scaffolds that help students raise their comprehension.

Summary

The current uses of media in the reading instruction

The finding revealed that teachers used four types of media in the reading instruction which are written texts, visual aids, audio-aids and technology. Each type of media that used the most frequently in reading instruction is text book, blackboard, CD-Rom/VCD and internet. On the other hand, media that used the least frequently is theater program/timetable for bus/novel, puppet, clip video and e-mail. According to

the aspect of reading instruction, three reading processes were included which are pre, while and post reading. The data showed that teachers from the large and medium schools used written texts during the pre, while and post reading process. On the other hand, teachers at the small school used visual aids in pre-reading process and used technology during post reading process.

The purposes of using media in the reading instruction

When considering the purposes of using media, the top three purposes were found. Teachers reported that they used media to help student to understand lesson better, get extensive experiences and help students learn to read efficiently.

How to use media in reading instruction

The findings from fieldnotes indicate that teacher at medium and large schools used picture to get students' background knowledge. Teachers at the medium schools used VCD to assess students' work. Moreover, teacher at the medium school used computer and internet to raise students' comprehension.

Teachers' opinions toward uses of media in the reading instruction

Teachers from each school level showed different opinions toward the use of media in the reading instruction. However, they all agreed that using media in the reading instruction is the most useful way to help students understand lesson better, get extensive experiences and help students learn to read efficiently. Furthermore, teachers from the small level of schools have more difficulty in using media than any other school levels. When pointed out in to the detail, it was found that the limitation of using media were preparation and provision, quality and quantity of media and media service.

Students' opinions toward the use of media in reading instruction

The majority of the students pointed out that using media made learning more interesting. They agreed that using media made learning more interesting, learning with media was fun; moreover they could get extensive experiences.



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CHAPTER V

SUMMARY, DISCUSSION AND RECOMMENDATIONS

This chapter consisted of five parts. The first part started with a brief summary of the study assessing the objectives, the research design, and the research methodology. The second part reviewed the research findings. In the third part, there was discussion on the findings. The fourth part suggested the implications drawn from the study. The recommendations for further studies, as a principal result, were offered in the final chapter.

Summary of the study

The objectives of this study were 1) to study the uses of media in EFL reading instruction, 2) to investigate the purpose of using media in reading instruction, 3) to investigate how EFL teachers employed media in reading instruction, 4) to explore EFL teachers' opinions toward the use of media in their reading instruction and 5) to explore EFL students' opinions toward the use of media in reading instruction. The samples in this study were 127 Thai teachers of EFL teaching at the secondary school level in Trang , and 398 EFL students studying at the secondary school level in Trang.

Steps in constructing instruments

This study was divided into four steps. The first step was an exploratory study involving the preparation to construct the close items on questionnaire. The second step was to validate questionnaire by three experts. Next, the pilot test was conducted, and that the questionnaire was revised was appeared in the last step.

1. Exploratory Study

1.1 Theoretical framework

The prioritizing step was to explore the theories and basic concepts related to this study. The studied topics were visual aids, audio aids, written texts and technology.

1.2 Open-ended Questionnaire

The open-ended questionnaire was constructed primarily based on the data gained from theories related to this topic. The open-ended questionnaire was designed on March, and 10 items in this questionnaire focusing on how to use media in classroom and also teachers' opinion toward the use of media in classroom.

1.3 Closed items questionnaire

Teacher Uses of Media Questionnaire, Student Uses of Media Questionnaire and Semi-Structure Interview were constructed in relation to the information gained from the open-ended questionnaire.

Step two: Questionnaire Validity

After constructing the Teacher Uses of Media Questionnaire, all items were validated by three experts in the field of language testing. In order to complete the validation, The Teacher Uses of Media Questionnaire would be revised after being validated.

Step three: The Pilot Test

Following the revision of the Teacher Uses of Media Questionnaire, a pilot study was carried out in June, 2009. The participants in the exploratory pilot study were 15 Thai EFL teachers at the secondary school levels in Krabi province (five teachers from each level).

Step four: Revision

Based on the information gained from the pilot study, research instruments were revised, and Teacher Uses of Media Questionnaire and Student Uses of Media Questionnaire were used in the main study after the revision.

Findings

Remarkably, the finding of the study could be summarized into five aspects 1) the uses of media in reading instruction, 2) the purpose of using media in reading instruction, 3) how teachers employ media in reading instruction, 4) teachers' opinions toward the use of media in reading instruction and 5) students' opinions toward the use of media in reading instruction.

The uses of media in reading instruction

The results derived from the Teacher Uses of Media Questionnaire indicated teachers four main media used in reading instruction which were written texts, visual aids, audio-aids and technology. Each type of media most frequently used in reading instruction was the textbook, blackboard, CD-Rom/VCD and internet. In contrast, media the least frequently used media was the theater program/timetable for bus/novel, puppet, clip video and e-mail. It was obvious that different types of media came from different sources, and some types of media were provided by the school. Apart from these some teachers needed to search for media or make it by themselves.

Results from the interview and field notes supported the findings from the Teacher Uses of Media Questionnaires implemented by most teachers in reading instruction and four types of media: written text, visual aids, audio-aids and technology and internet.

According to the aspect of reading instruction, three reading processes were included which are pre, while and post reading. The data showed that teachers from the large and medium schools used written texts during the pre, while and post reading process. On the other hand, teachers at the small school used visual aids in pre-reading process and used technology during post reading process.

The purpose of using media in reading instruction

Finding from Teacher Uses of Media Questionnaire, interview and field notes showed that teachers at different school levels tended to have different purposes of using media. Most of teachers at the large school level strongly agreed to select media according to its relevance to the lesson whereas teachers at the medium school level stated that most of them chose media because it helped student develop reading skills. Moreover, teachers at the small school level chose media because it was appropriate with the study content.

How teachers used media in reading instruction

The findings from fieldnotes indicate that teachers at medium and large schools used media to get students' background knowledge. Teachers at the medium schools used VCD to assess students' work. Moreover, teachers at the medium school used computer and internet to raise students' comprehension.

Teachers' opinions toward the use of media in reading instruction

Findings from the Teacher Uses of Media Questionnaire and interview showed that teachers at each school level had different opinions. Teachers at the large school level stated that using media in reading instruction was the most useful way to help students understand the lesson better. Teachers at the medium school level agreed that using media was the most useful way to help students understand lesson better plus

with get extensive experiences. Teachers from the small school level, then again, believed that using media helped students learn efficiently in reading class.

However, teachers also reflected their opinion toward the limitation of using media in reading instruction. According to the aspect of preparation and provision, the most serious problem was insufficient budgets for purchasing media and inconvenient for using media in classroom. Second aspect was quality and quantity; teachers were unable to provide enough media for all students' using in class, and sometimes media was not ready to be used. The last aspect was media service; teachers were unable to share any ideas with schools of what media they should purchase and how relevant they were to the lesson.

Students' opinions toward the use of media in reading instruction

Almost more than half or approximately 53% of students agreed that using media in reading instruction was necessary for them. The majority of the students pointed out that using media made learning more interesting. Moreover, learning with media was fun and challenging. Finally, students were able to get extensive experiences while teacher used media in reading instruction.

Discussion

Principally, the objectives were to study the use of media in reading instruction. The findings reflected on the aspects of using media, purposes of using media and the way of using media. This includes their opinions toward the use of media in reading instruction.

The use of media in reading instruction

This present study explored media use in reading instruction. The findings demonstrated that teachers from all school sizes used media in reading instruction. This revealed that most of the teachers needed to use a variety of media in the classroom due to its important roles in reading instruction. The findings of this study were also consistent with Epstein and Ormiston (2007) in that teachers at the small, medium and large school agreed that they might apply the following media, such as newspapers, magazines, and journals, novels, storybooks, short stories, cartoons and textbooks as external sources for reading materials.

In order to examine the use of media in reading instruction, three reading processes were included which were pre, while and post reading. Based on the findings from the questionnaire, it revealed that written texts played the most important role in reading instruction. Using written texts in classroom was able to facilitate students to achieve their learning objectives (Epstein and Ormiston, 2007). It is interesting to see that written texts was the highest used in reading processes from all school sizes. It can be inferred that written texts was readily available tools to use in class. Using written text, teachers do not need great time, budget and energy to prepare. Most of the teachers in this study reported higher use of written texts before, during and after teaching reading. Moreover, some teachers used visual aids in the pre-reading process and used technology in the post reading process. These findings appeared to be consistent with Brantmeier (2003). In her study, Brantmeier found that the computer could be effectively integrated into the pre-reading, during reading and post-reading of the comprehension processes.

In addition to the audio aids, the CD-Rom and VCD were also used in reading instruction at each secondary school size in this study. For example, teachers at the large school size used the CD-Rom ($\bar{x}=3.25$) more often than any other types of media; likewise, the VCD was used the most frequently ($\bar{x}=3.16$) at the medium school size. At the small school size teachers used the CD-Rom and VCD ($\bar{x}=3.20$) the most frequently. According to Hayati (2005) pointed out that audio visual devices, such as tape-recorders and video-tape had frequently been used effectively in language classes. Correspondingly, Chen (2004) claimed that reading difficulties resulting from lack of reading strategies able to be overcome to some extent by using audio-visual aids seeing that it was proved that audio-visual aids may serve as an effective way to hold students' attention. In Similar to the study of Coffee (2007), students preferred to use visual aids and audio-aids rather than lecture and demonstration. He concluded that visual aids and audio-aids were efficient media that led students' learning improvement because they encouraged students' involvement and participation in reading class. Finally, the internet was one of the technologies most frequently used in reading instruction. The finding from this study were relevant to what Chun and Plass (1997) stated that using media, such as technology added both visual and auditory features to a text and ultimately improved comprehension. It was suggested that technology assisted teachers to create interaction in classroom (Lee, 2000; Warshauer and Healey, 1998). Therefore, media offered students more chances to extend the reality and to exchange knowledge with others.

The purpose of using media in reading instruction

In the present study, most of the teachers at all school sizes agreed that they chose media according to its relevancy and assistances to develop students' skills including content appropriateness. One of the most important purposes of media usage in reading instruction was focused on the development of students' reading skills. The majority of teachers believed that if they used media tools, they would improve students' language proficiency and make the acquisition process easier, quicker and more interesting. The following statement is one example of some of the participants who agreed that media can improve students' skill. *“For me, media is necessary because good media can help teaching and learning easier. Compare to last year, I taught reading without using media and it turned out that students' achievement is lower than this year so using media is necessary.”* This expectation may have originated from the fact that we are now living in an age of modernization. Learning today takes place less and less reading a text or listening to an audio-tape, modes of learning that require patience, concentration and the ability to internalize information and to transform it into knowledge. Instead, the learning process today is characterized by being informed and entertained simultaneously through a combination of complementary, easily absorbable signals to our senses. Mollicaa (as cited in Brinton, 2001) suggested that media facilitated students to process information more precisely. Media from the audio, video, computer and the internet served as effective tools to enhance students' language competence. This finding was consistent with the study of Hsiu-Chin (2008). In this study, it was revealed that the written texts and visual aids improved students' knowledge of sentence patterns, increased comprehension, stimulated imagination, and allowed students to make links with prior

knowledge. These media aids also had positive effect on improving language skills as well as motivating and drawing students' attention lead to create a meaningful learning environment. The findings were also consistent with the study of Lomicka (1998) which investigated the effects of the multimedia reading software on reading comprehension. The study indicated that computerized reading with full glossing promoted a deeper level of text comprehension. This might be due to the data that audio-aids, such as video cassettes and the digital versatile discs (DVD) offered students an overall understanding of the learning materials, and thus enhanced their comprehension and memory, increased their motivation and promoted their concentration on the content.

How teachers use media in reading instruction

In order to examine how teacher used media in reading instruction, the findings from fieldnotes indicated that teacher at medium and large schools used picture at the pre-reading process to get students' background knowledge. Using media seems more suitable to prepare students by helping them build background knowledge on the topic prior to reading, through appropriate pre-reading activities. During the pre-reading if teacher can use visual aids, the students' attention will be attracted and they will certainly take interest in what they are going to read. The finding also showed that teachers at the medium schools used VCD to assess students' work. Moreover, teacher at the medium school used computer and internet to raise students' comprehension. This finding was also consistent with the study of Reinking and Watkins (1996). A study of hypermedia use in mainstream fourth- and fifth-grade classrooms found a number of secondary benefits in addition to students' gains in reading abilities and willingness to work collaboratively.

Teachers' opinions toward the use of media in reading instruction

Findings from the Teacher Uses of Media Questionnaire and interview show that teachers at the large school level stated that using media in reading instruction was the most useful way to help students understand the lesson better. Teachers at the medium school level agreed that using media was the most useful way to help students understand lesson better and get extensive experiences. Teachers from the small school level believed that using media helped students learn efficiently in reading class.

However, teachers also reflected their opinion toward the limitation of using media in reading instruction. According to the aspect of preparation and provision, the most serious problem was that there were insufficient budgets to purchase media and inconvenient to use media in classroom. A multimedia classroom should be equipped with the computer link with the internet, video machine, high project and stereo, all of which cost a lot of budgets that is not a small amount for most schools in Thailand.

Second aspect is quality and quantity, teachers were unable to provide enough media for all students to use in class and sometimes media was not ready to be used. Many schools especially large schools in Thailand, each class were consist of at least 50-60 students. Such classroom is not suitable for English learning because they can not create an active climate for student to learn effectively. Sometimes, computer breakdowns happened so often that they distracted the students' attention to the lesson. Media without the high quality can not meet the teaching need and it costs much to maintain them.

The last aspect is media service, teachers were unable to share any ideas with schools of what media they should purchase and how relevant they were to the lesson.

Students' opinion toward the use of media in reading instruction

The data gained from students' opinions on the questionnaire revealed that media made learning more interesting; in addition, learning with media was fun and challenging. Most significantly, students got extensive experiences while teacher used media in the reading classroom. These findings implied that using media was necessary for students to engage in reading tasks and activities. Therefore, the use of authentic materials increased comprehension and motivation as well as fulfilled the needs of students since they were related to students' interests (Brinton, 2003; Graves, 2000). Moreover, visual aids could help students understand what teachers had explained because images and diagrams were able to convey messages and information for students. Visual aids were also a good way of maintaining students' interest and attention. It has been proved that audio-aids such as CD-ROM, e-books, and audio books may serve as an effective way to hold students' attention.

Pedagogical Implication

The findings in this study suggested the significance of media as it was necessary in reading instruction at all school levels. There were some implications could be drawn from the study results.

1. Teachers should be aware of the media's significance, and find out about the new media to use in class in order to increase the course effectiveness.
2. The principle should pay attention to the meaningful role of media in reading instruction. With the limited budget, the media should be purchased reasonably. In order to get practical media before designing to purchase media the principle should share ideas with teachers of what media that should be purchased.

3. Before using media in classroom teacher should practice using media prior to finding out whether media is relevant to the lesson.
4. Teacher should be prepared to integrate media into their reading instruction. For those teachers who did not have any background experiences in using new trends of media, such as technology, the preparation would not only helps those who were unfamiliar with media but would also enable them to feel confident enough to use media in reading instruction.
5. Teachers should find out opportunity to design or make their own media. Brinton (2001) recommended that the preparation of teacher-made media materials demanded an investment of time and energy. As a result, some teachers were not willing to use media to support their language teaching because the tool required a great time and energy to prepare.

Recommendations for further studies

It was recommended that future research needed to be extended and to include a broader sample of students and teachers in different levels, like elementary, or other educational settings for better determining the media roles in reading instruction. Moreover, research should explore whether the use of media in reading instruction improved the student' reading ability.

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APPENDICES

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

APPENDIX A

แบบสอบถาม

แบบสอบถามเรื่อง การใช้สื่อในการสอนการอ่านของครูไทย
ที่สอนภาษาอังกฤษเป็นภาษาต่างประเทศ

ตอนที่ 1: ข้อมูลส่วนตัว

อายุ.....ปี สอนโรงเรียน.....

เพศ หญิง ชายระดับการศึกษาสูงสุด อนุปริญญา ปริญญาตรี ปริญญาโท ปริญญาเอก อื่น ๆ

คุณสอนวิชาภาษาอังกฤษเป็นระยะเวลาปี

ระดับชั้นที่สอน

คุณเคยเข้ารับการอบรมเกี่ยวกับการใช้สื่อหรือไม่ ถ้าใช่จงช่วยอธิบายว่าเป็นสื่อชนิดใด

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ตอนที่ 2: ความคิดเห็นของครูเกี่ยวกับการใช้สื่อในห้องเรียน

คำชี้แจง: แบบสอบถามฉบับนี้เป็นแบบสอบถามปลายเปิด ผู้วิจัยใคร่ขอความอนุเคราะห์จากท่านในการตอบแบบสอบถาม กรุณาอ่านคำถามและตอบคำถามให้ตรงความคิดเห็นของท่านมากที่สุด ผู้วิจัยหวังเป็นอย่างยิ่งว่าคงได้รับความอนุเคราะห์จากท่านเป็นอย่างดี และขอขอบคุณเป็นอย่างสูงมา ณ โอกาสนี้

1. ในการสอนการอ่านคุณใช้สื่อชนิดใดบ้าง และใช้เพราะเหตุใด

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2. คุณคิดว่าสื่อการเรียนการสอนประเภทไหนที่เหมาะสมกับนักเรียนที่สุดในการเรียนการอ่าน

เพราะเหตุใด

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3. คุณคิดว่าช่วงใดเหมาะแก่การใช้สื่อมากที่สุดในการสอนการอ่านจงบอกเหตุผล

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4. คุณคิดว่าสื่อช่วยให้นักเรียนเข้าใจเรื่องที่อ่านได้หรือไม่ อย่างไร

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5. คุณคิดว่าสื่อการเรียนการสอน (สื่อประเภทเครื่อง โสตทัศนูปกรณ์, สื่อประเภททัศนูปกรณ์, สื่อประเภทสิ่งพิมพ์, และสื่อประเภทคอมพิวเตอร์และอินเทอร์เน็ต) มีบทบาทสำคัญในห้องเรียนหรือไม่ อย่างไร

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6. จงระบุวัตถุประสงค์หลักของการใช้สื่อในห้องเรียน

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7. เพราะเหตุใดคุณจึงคิดว่าการใช้สื่อมีความจำเป็น/ไม่จำเป็น ในการสอนการอ่านแก่นักเรียน

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8. คุณคิดว่าในการใช้สื่อของคุณนั้นเป็นไปอย่างที่คุณคาดหวังหรือไม่ อย่างไร

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9. ท่านได้ประเมินผลการใช้สื่อจากความสนใจของผู้เรียน หลังจากการใช้สื่อ หรือไม่อย่างไร

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10. คุณคิดว่าอะไรคือข้อจำกัดในการใช้สื่อในห้องเรียน เพราะเหตุใด

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ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

APPENDIX A

(English Version)

Open-ended questionnaire for the Exploratory Pilot Study

Part I: Personal Information

Age.....years

Gender Female Male

Highest degree earned Associate Degree (2-year degree offered by community colleges)

Bachelor's degree (4-year degree offered by colleges and universities)

Master's Degree (Graduate degree offered by universities)

Doctoral Degree (Graduate degree offered by research universities and professional schools)

Other

How long have you been teaching English? years

What grade(s) do you normally teach?

Which courses are you currently teaching?

Have you had any training in media used? If yes, please describe:

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Part 2: Teachers' opinion toward the use of media in classroom.

Direction: Read each of the following questions and statements. Please respond to each question and statement as they apply to your teaching of English as a Foreign Language.

1. What type(s) of media do you use while teaching reading? Why and How?

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2. In your opinion, what type(s) of media is appropriate for students while teaching reading? Why?

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3. In your opinion, which stage of reading instruction (pre, while and post reading) is appropriate for using media, Why?

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4. Do you think media can guide student with good reading strategies for students?

How?

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5. Do you think media (visual aids, audio aids, written texts, computer and internet) can play an important instructional role in the classroom? How?

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6. Please identify the main object of using media in the classroom.

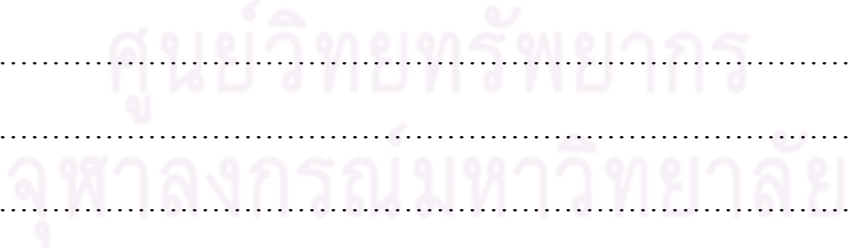
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7. Why do you think using media was important while teaching students to read passage?

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8. Do you think your lesson with the use of media can be considered successful? How?

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9. Do you evaluate students' attention according to the use of media in the classroom?

How and Why?

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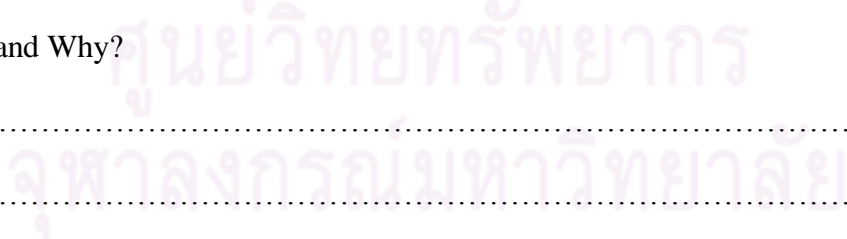
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10. What is the limitation of using media in classroom? Why?

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จุฬาลงกรณ์มหาวิทยาลัย

APPENDIX B

แบบสอบถามสำหรับครู

แบบสอบถามเรื่อง การใช้สื่อในการสอนการอ่านของครูไทย
ที่สอนภาษาอังกฤษเป็นภาษาต่างประเทศ

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความคิดเห็นของท่าน หรือตรงกับความเป็นจริงมากที่สุด

ตอนที่ 1: ข้อมูลส่วนตัว

เพศ



ประสบการณ์ในการสอน

 0 -5 ปี 6-10 ปี 11-15 ปี 15 ปีขึ้นไป

ระดับชั้นที่สอน

ความรู้และประสบการณ์ทางด้านสื่อการสอน (ตอบได้มากกว่า 1 ข้อ)




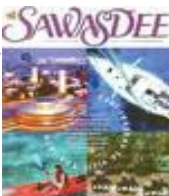
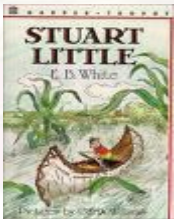









- เคยได้รับการอบรม
- เคยศึกษา ค้นคว้าจากตำรา และเอกสารต่าง ๆ
- ฝึกการใช้สื่อการสอนด้วยตนเอง
- เคยเห็นการใช้สื่อการสอนของผู้อื่น
- ไม่มีความรู้เกี่ยวกับการใช้สื่อการสอนเลย
- อื่น ๆ (โปรดระบุ).....


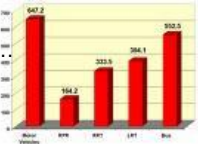




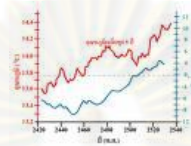









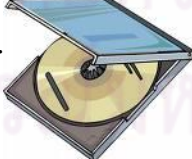





ตอนที่ 2: ศึกษาการใช้สื่อการสอนในขณะที่สอนการอ่าน

คำชี้แจง โปรดจัดอันดับที่ตรงกับความคิดเห็นของท่าน หรือตรงกับความเป็นจริงมากที่สุด ลงในช่องว่าง โดยใส่หมายเลข 1-5 โดยท่านสามารถเลือกคำตอบได้จากตัวเลือกดังต่อไปนี้

5	หมายถึง	มากที่สุด	หมายถึง	ครูใช้สื่อทุกครั้งที่ทำการสอน
4	หมายถึง	มาก	หมายถึง	ครูใช้สื่อบ่อยครั้งมาก
3	หมายถึง	ปานกลาง	หมายถึง	ครูใช้สื่อบ้างบางครั้ง
2	หมายถึง	น้อย	หมายถึง	ครูใช้สื่อนาน ๆ ครั้ง
1	หมายถึง	น้อยที่สุด	หมายถึง	ครูไม่ได้ใช้สื่อเลยในขณะที่ทำการสอน

ส่วนที่ 1: สภาพการใช้สื่อในปัจจุบัน

ข้อ	สื่อที่ใช้ในปัจจุบัน			
1.	สื่อสิ่งพิมพ์ (Written text)			
	ครูใช้สื่อประเภทสิ่งพิมพ์บ่อยแค่ไหนขณะที่สอนการอ่านในห้องเรียน			
	 <p>หนังสือเรียน (book)</p>	 <p>หนังสือพิมพ์</p>	 <p>วารสาร (journal)</p>	
	 <p>นิตยสาร (magazine)</p>	 <p>นวนิยาย (novel)</p>	 <p>หนังสือนิทาน (story book)</p>	
	 <p>เรื่องสั้น (short story)</p>	 <p>การ์ตูน (cartoon)</p>	 <p>แผ่นพับ (brochure)</p>	
	 <p>โปรแกรมหนัง (theater program)</p>	 <p>ตารางเดินรถ (table for bus)</p>	 <p>เมนู (menu)</p>	
	 <p>ตำราอาหาร (recipe)</p>	 <p>ดวงชะตาราศี (horoscope)</p>		

ข้อ	สื่อที่ใช้ในปัจจุบัน		
<p>2. ทัศนูปกรณ์ (Visual aids)</p> <p>ครูใช้สื่อประเภททัศนูปกรณ์ บ่อยแค่ไหนขณะที่สอนการอ่านในห้องเรียน</p>	<p> กระดานดำ (blackboard)</p> <p> แผนภูมิ (chart)</p> <p> แผนที่ (map)</p> <p> โปสเตอร์ (poster)</p> <p> หุ่น (puppet)</p>	<p> แผ่นคำ (flashcard)</p> <p> กราฟ (graph)</p> <p> เครื่องฉายภาพ (overhead projector)</p> <p> รูปถ่าย (photo)</p>	<p> แผนภาพ (diagram)</p> <p> ลูกโลก (globe)</p> <p> ภาพจากแมกกาซีน (picture from magazine)</p> <p> ของจริง (objects)</p>
<p>3. โสตทัศนูปกรณ์ (Audio-aids)</p> <p>ครูใช้สื่อประเภทเครื่องโสตทัศนูปกรณ์ บ่อยแค่ไหนขณะที่สอนการอ่านในห้องเรียน</p>	<p> เทป (tape)</p> <p> ซีดี (CD)</p> <p> โทรทัศน์</p>	<p> ซีดีรอม</p> <p> ดีวีดี (DVD)</p> <p> ภาพยนต์</p>	<p> วีดีโอ (video)</p> <p> รายการวิทยุ (radio broadcast)</p> <p> फिल्मภาพยนตร์</p>

ข้อ	สื่อที่ใช้ในปัจจุบัน
	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>..... ทอล์คโชว์ (show)</p> </div> <div style="text-align: center;">  <p>..... คลิปวิดีโอ (clip video)</p> </div> <div style="text-align: center;">  <p>..... มิวสิควิดีโอ (music video)</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;">  <p>..... เพลง (Jingle Bells)</p> </div> <div style="text-align: center;">  <p>..... ห้องปฏิบัติการทางภาษา (sound lab)</p> </div> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>..... ศูนย์การเรียนรู้ ด้วยตนเอง (self-access)</p> </div> </div>
4.	<p style="text-align: center;">เทคโนโลยี</p> <p>ครูใช้สื่อประเภทคอมพิวเตอร์และอินเทอร์เน็ต บ่อยแค่ไหนขณะที่สอนการอ่านในห้องเรียน</p> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;">  <p>..... ห้องปฏิบัติการทางคอมพิวเตอร์ (computer lab)</p> </div> <div style="text-align: center;">  <p>..... ห้องปฏิบัติการทางภาษา (CALL center lab)</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;">  <p>..... อินเทอร์เน็ต (internet)</p> </div> <div style="text-align: center;">  <p>..... Hotmail® (e-mail)</p> </div> </div>

แหล่งที่มาของสื่อการสอน

ข้อ	ชนิดของสื่อ	แหล่งที่มาของสื่อการสอน			
		ไม่มีในโรงเรียน	มีในโรงเรียน	ครูผลิตขึ้น	ครูจัดทำเอง
6.	สื่อสิ่งพิมพ์ (Written text)  หนังสือเรียน (text book)  หนังสือพิมพ์ (newspaper)   นิตยสาร (magazine)  วารสาร (journal)  นวนิยาย (novel)  หนังสือนิทาน (story book)  เรื่องสั้น (short story)  การ์ตูน (cartoon)  แผ่นพับโฆษณา (brochure)	.....	.....	.....	.....
7.	ทัศนูปกรณ์ (Visual aids)  กระดานดำ (blackboard)  แผ่นภาพ/คำ (flashcard)   แผนภาพ (diagram)  แผนภูมิ (chart)  กราฟ (graph)  ลูกโลก (globe)  แผนที่ (map)  โปสเตอร์ (poster)	.....	.....	.....	.....

ข้อ	ชนิดของสื่อ	แหล่งที่มาของสื่อการสอน			
		ไม่มีในโรงเรียน	มีในโรงเรียน	ครูผลิตขึ้น	ครูจัดทำมาเอง
	<p>รูปถ่าย (photo) </p> <p> เครื่องฉายภาพ (overhead projector)</p> <p>ของจริง (objects) </p> <p> หุ่น (puppet)</p>	.....	.....	.....	.....
8.	<p>โสตทัศนูปกรณ์ (Audio-aids)</p> <p> เทป (tape)</p> <p> ซีดีรอม (CD-Rom)</p> <p> วีดีโอ (video)</p> <p>วีซีดี (VCD) </p> <p>ดีวีดี (DVD)</p> <p>รายการวิทยุ (radio broadcast)</p> <p> โทรทัศน์ (television) </p> <p>ภาพยนตร์ (movie) </p> <p>ฟิล์มภาพยนตร์ (filmstrip) </p> <p>ทอล์คโชว์ (talk show) </p> <p> คลิปวีดีโอ (video clip)</p> <p>มิวสิกวีดีโอ (music video) </p>	.....	.....	.....	.....
9.	<p>เทคโนโลยี</p> <p> ห้องปฏิบัติการทางคอมพิวเตอร์ (computer lab)</p> <p>คอมพิวเตอร์ช่วยสอน (CALL)  CALL</p> <p> อินเทอร์เน็ต (internet)</p> <p>อีเมล (e-mail) </p>	.....	.....	.....	.....

ส่วนที่ 2: การใช้สื่อการสอนในขณะสอนการอ่าน

คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในช่องที่กับความเป็นจริงมากที่สุด โดยท่านสามารถเลือกคำตอบได้จากตัวเลือกดังต่อไปนี้

5	หมายถึง	มากที่สุด
4	หมายถึง	มาก
3	หมายถึง	ปานกลาง
2	หมายถึง	น้อย
1	หมายถึง	น้อยที่สุด

ข้อ	สื่อที่ใช้ในปัจจุบัน	5	4	3	2	1
5.	ท่านเลือกใช้สื่อการสอนโดยมีวัตถุประสงค์ต่อไปนี้มากน้อยเพียงใด					
	5.1 เลือกเพื่อช่วยพัฒนาทักษะของนักเรียน	.....	.....	.....	.....	.....
	5.2 เลือกตามความเหมาะสมกับเนื้อหา	.....	.....	.....	.....	.....
	5.3 เลือกให้ตรงกับจุดมุ่งหมายของเนื้อเรื่อง	.....	.....	.....	.....	.....
	5.4 เลือกสื่อที่ช่วยประหยัดเวลาในการสอน นักเรียนเข้าใจได้เร็ว	.....	.....	.....	.....	.....
	5.5 เลือกสื่อที่ให้ผลคุ้มค่ากับเวลาและแรงงาน	.....	.....	.....	.....	.....
	5.6 เลือกสื่อที่มีความชัดเจน ไม่ซับซ้อน	.....	.....	.....	.....	.....
	5.7 เลือกสื่อที่ดึงดูดความสนใจของนักเรียน /เร้าใจ	.....	.....	.....	.....	.....
	5.8 เลือกสื่อที่ช่วยให้นักเรียนมีส่วนร่วมในการเรียน	.....	.....	.....	.....	.....
	5.9 เลือกสื่อที่ช่วยให้นักเรียนจดจำเนื้อหาได้นาน	.....	.....	.....	.....	.....
	5.10 เลือกสื่อที่ราคาไม่แพงเกินไป	.....	.....	.....	.....	.....

ส่วนที่ 3: ใช้สื่ออย่างไรในการสอนการอ่าน

คำชี้แจง โปรดจัดอันดับที่ตรงกับความคิดเห็นของท่าน หรือตรงกับความเป็นจริงมากที่สุด ลงในช่องว่างแต่ละช่อง โดยใส่หมายเลข 1-5 โดยท่านสามารถเลือกคำตอบได้จากตัวเลือกดังต่อไปนี้

5	หมายถึง	มากที่สุด	หมายถึง	ครูใช้สื่อทุกครั้งที่ทำการสอน
4	หมายถึง	มาก	หมายถึง	ครูใช้สื่อบ่อยครั้งมาก
3	หมายถึง	ปานกลาง	หมายถึง	ครูใช้สื่อบ้างบางครั้ง
2	หมายถึง	น้อย	หมายถึง	ครูใช้สื่อนาน ๆ ครั้ง
2	หมายถึง	น้อยที่สุด	หมายถึง	ครูไม่ได้ใช้สื่อเลยในขณะที่ทำการสอน

ข้อ	สื่อที่ใช้ในปัจจุบัน	สื่อสิ่งพิมพ์	สื่อทัศนูปกรณ์	สื่อ โสตทัศนูปกรณ์	สื่อเทคโนโลยี
10.	สื่อการสอนต่าง ๆ ดังแสดงในตารางมีความเหมาะสมในการสอนการอ่านมากน้อยเพียงใด				
11.	สื่อการสอนต่าง ๆ ดังแสดงในตารางช่วยให้ผู้เรียนเข้าใจเรื่องที่อ่านได้ง่ายขึ้นมากน้อยเพียงใด				
12.	สื่อการสอนต่าง ๆ ดังแสดงในตาราง มีบทบาทที่สำคัญในห้องเรียนมากน้อยเพียงใด				
13.	สื่อการสอนต่าง ๆ ดังแสดงในตาราง จะช่วยให้ผู้เรียนเรียนรู้การอ่านได้อย่างมีประสิทธิภาพมากน้อยเพียงใด				
14.	สื่อการสอนต่าง ๆ ดังแสดงในตาราง ช่วยแนะกลวิธีการอ่าน (หารายละเอียด, จับใจความสำคัญ) ให้ผู้เรียนมากน้อยเพียงใด				
15.	สื่อการสอนต่าง ๆ ดังแสดงในตาราง เหมาะแก่การใช้ในช่วงที่นักเรียนทำกิจกรรมก่อนการอ่านมากน้อยเพียงใด				
16.	สื่อการสอนต่าง ๆ ดังแสดงในตาราง เหมาะแก่การใช้ในช่วงที่นักเรียนทำกิจกรรมระหว่างการอ่านมากน้อยเพียงใด				

ข้อ	สื่อที่ใช้ในปัจจุบัน	สื่อสิ่งพิมพ์	สื่อทัศนูปกรณ์	สื่อ โสตทัศนูปกรณ์	สื่อเทคโนโลยี
17.	สื่อการสอนต่าง ๆ ดังแสดงในตาราง เหมาะแก่การใช้ในช่วงที่นักเรียนทำกิจกรรมหลังการอ่านมากน้อยเพียงใด				
18.	สื่อการสอนต่าง ๆ ดังแสดงในตารางช่วยแนะแนวคำศัพท์ให้ผู้เรียนมากน้อยเพียงใด				
19.	สื่อการสอนต่าง ๆ ดังแสดงในตาราง ประสบความสำเร็จในการสอนการอ่านมากน้อยเพียงใด				
20.	<p>ภายหลังการใช้สื่อต่าง ๆ ดังแสดงในตาราง ท่านได้มีการประเมินความสนใจของผู้เรียนต่อสื่อการสอนโดยวิธีต่อไปนี้บ่อยครั้งเพียงใด</p> <p>14.1 โดยการสัมภาษณ์</p> <p>14.2 โดยการใช้แบบสอบถาม</p> <p>14.3 ใช้คำถามสั้น ๆ เพื่อวัดความเข้าใจในเนื้อหาบทเรียน</p> <p>14.4 โดยการทดสอบ</p>				

ตอนที่ 3: ความคิดเห็นเกี่ยวกับการใช้สื่อการสอนในขณะสอนการอ่าน

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความคิดเห็นของท่าน หรือตรงกับความเป็นจริงมากที่สุด โดยท่านสามารถเลือกคำตอบได้จากตัวเลือกดังต่อไปนี้

5	หมายถึง	เห็นด้วยอย่างยิ่ง
4	หมายถึง	เห็นด้วย
3	หมายถึง	เฉย ๆ
2	หมายถึง	ไม่เห็นด้วย
1	หมายถึง	ไม่เห็นด้วยอย่างยิ่ง

ความคิดเห็นเกี่ยวกับการใช้สื่อการสอนในขณะสอนการอ่าน		5	4	3	2	1
1.	ครูคิดว่าการใช้สื่อในห้องเรียนขณะสอนการอ่านมีความจำเป็น					
2.	ครูคิดว่าการใช้สื่อดังต่อไปนี้ในห้องเรียนขณะสอนการอ่านมีความจำเป็น <ul style="list-style-type: none"> ➢ สื่อประเภทเครื่องโสตทัศนูปกรณ์ ➢ สื่อประเภททัศนูปกรณ์ ➢ สื่อประเภทสื่อสิ่งพิมพ์ ➢ สื่อประเภทคอมพิวเตอร์และอินเทอร์เน็ต 					
3.	ครูมีความคิดเห็นต่อประโยชน์ในการใช้สื่อขณะสอนการอ่าน มากน้อยเพียงใด <ul style="list-style-type: none"> 3.1 ช่วยให้ผู้เรียนเข้าใจเนื้อหาได้ง่ายขึ้น 3.2 ช่วยให้ผู้เรียนเข้าใจสิ่งที่คลุมเครือได้ชัดเจนตรงกัน 3.3 ช่วยให้ผู้เรียนได้รับประสบการณ์กว้างขวางยิ่งขึ้น 3.4 ช่วยให้ผู้เรียนมีส่วนร่วมในการเรียนการสอน 3.5 ช่วยให้ผู้เรียนกระตือรือร้นในการเรียน 3.6 ช่วยประหยัดเวลาในการสอน 3.7 ช่วยให้ผู้เรียนเรียนรู้อย่างมีประสิทธิภาพ 					

ปัญหาในการใช้สื่อการสอน						
4.	<u>การเตรียมและการจัดหา</u>					
	4.1 ไม่มีเวลาเตรียมตัวก่อนใช้สื่อการสอน	.....	.....	.....	.....	.....
	4.2 โรงเรียนไม่มีงบประมาณที่เพียงพอสำหรับสำหรับจัดซื้อจัดหาสื่อการสอน	.....	.....	.....	.....	.....
	4.3 มีความยุ่งยากในการเตรียมสื่อการสอน	.....	.....	.....	.....	.....
	4.4 ภาพของห้องเรียนขาดสิ่งอำนวยความสะดวกในการใช้สื่อ	.....	.....	.....	.....	.....
	4.5 ไม่สามารถที่จะหาสื่อการสอนให้ตรงกับจุดมุ่งหมายของเนื้อเรื่องที่จะสอน	.....	.....	.....	.....	.....
	4.6 ไม่ค่อยมีความรู้ / ขาดทักษะในการใช้สื่อ	.....	.....	.....	.....	.....
	4.7 คิดว่าการใช้สื่อการสอนทำให้เสียเวลาและสิ้นเปลือง	.....	.....	.....	.....	.....
	<u>คุณภาพและปริมาณของสื่อการสอน</u>	.....	.....	.....	.....	.....
	4.8 สื่อการสอนมีจำนวนจำกัด ไม่เพียงพอกับความต้องการของนักเรียน	.....	.....	.....	.....	.....
	4.9 สื่อการสอนที่มีอยู่ อยู่ในสภาพที่ชำรุด ไม่สามารถนำมาใช้ได้	.....	.....	.....	.....	.....
	4.10 สื่อการสอนที่มีอยู่ไม่ทันสมัย	.....	.....	.....	.....	.....
	<u>การบริการสื่อการสอน</u>	.....	.....	.....	.....	.....
	4.11 ไม่สามารถเลือกสื่อการสอนที่เหมาะสมสอดคล้องกับเนื้อหาได้	.....	.....	.....	.....	.....
	4.12 ไม่ได้รับความสะดวกในการติดต่อของยืมใช้สื่อการสอน	.....	.....	.....	.....	.....
	4.13 ไม่มีเจ้าหน้าที่คอยแนะนำวิธีการใช้สื่อ	.....	.....	.....	.....	.....
	4.14 ไม่มีโอกาสเสนอความคิดเห็นในการจัดซื้อ จัดหาสื่อ	.....	.....	.....	.....	.....

APPENDIX B

[English Version]

Teacher Uses of Media Questionnaire

A Study of Thai EFL Teachers' Use of Media in Reading Instruction

Direction: Pleased respond ✓ to each of the statements in the following parts as they apply to you.

Part I: Personal Information

Gender





Experience in teaching

0 -5 years

6-10 years

11-15 years

more than 15 years



What grade(s) do you normally teach?

Knowledge and experiences in instructional media (can choose more than one answer)




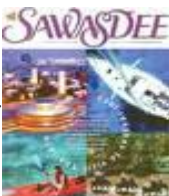
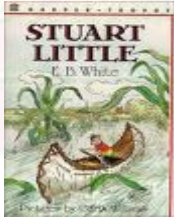









- Attended a training course
- Studied from documents
- Practice using media by own self
- Observed from the other
- Lack of knowledge and experience
- Other.....



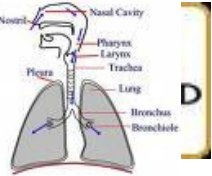

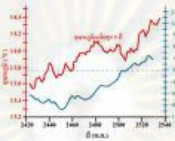









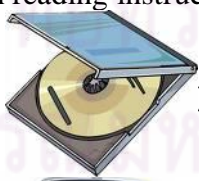







Part II: The use of media in reading instruction











Direction: Please put ✓ into the number which indicates how much each of the following statements applies to you. There are 23 items in this section. Each number can be interpreted as follows:

- | | | |
|---|-------|------------------------------|
| 5 | means | always (100% of the time) |
| 4 | means | frequently (75% of the time) |
| 3 | means | sometimes (50% of the time) |
| 2 | means | seldom (25% of the time) |
| 1 | means | never (0% of the time) |

The current use of media in reading instruction




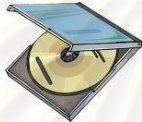






No.	Media Used
1.	<p>Written text</p> <p>How often do you use written texts in reading instruction</p> <p>.....  (text book)  (newspaper)  (journal)</p> <p>.....  (magazine)  (novel)  (story book)</p> <p>.....  (short story)  (cartoon)  (brochure)</p> <p>.....  (theater program)  (timetable for bus)  (menu)</p> <p>.....  (recipe)  (horoscope)</p>

No	Media Used
<p>2. Visual aids</p> <p>How often do you use visual aids in reading instruction</p>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%; text-align: center;">  <p>(board)</p> </div> <div style="width: 33%; text-align: center;">  <p>(Unicycle)</p> </div> <div style="width: 33%; text-align: center;">  <p>(Diagram)</p> </div> <div style="width: 33%; text-align: center;">  <p>(chart)</p> </div> <div style="width: 33%; text-align: center;">  <p>(graph)</p> </div> <div style="width: 33%; text-align: center;">  <p>(globe)</p> </div> <div style="width: 33%; text-align: center;">  <p>(map)</p> </div> <div style="width: 33%; text-align: center;">  <p>(overhead projector)</p> </div> <div style="width: 33%; text-align: center;">  <p>(picture from magazine)</p> </div> <div style="width: 33%; text-align: center;">  <p>(poster)</p> </div> <div style="width: 33%; text-align: center;">  <p>(photo)</p> </div> <div style="width: 33%; text-align: center;">  <p>(television sets)</p> </div> <div style="width: 33%; text-align: center;">  <p>(puppet)</p> </div> </div>
<p>3. Audio-aids</p> <p>How often do you use audio aids in reading instruction</p>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%; text-align: center;">  <p>(tape)</p> </div> <div style="width: 33%; text-align: center;">  <p>(CD)</p> </div> <div style="width: 33%; text-align: center;">  <p>(video)</p> </div> <div style="width: 33%; text-align: center;">  <p>(CD)</p> </div> <div style="width: 33%; text-align: center;">  <p>(DVD)</p> </div> <div style="width: 33%; text-align: center;">  <p>(radio broadcast)</p> </div> <div style="width: 33%; text-align: center;">  <p>(computer)</p> </div> <div style="width: 33%; text-align: center;">  <p>(clapperboard)</p> </div> <div style="width: 33%; text-align: center;">  <p>(film)</p> </div> </div>

No	Media Used
	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>..... (show)</p> </div> <div style="text-align: center;">  <p>..... (clip video)</p> </div> <div style="text-align: center;">  <p>..... (music video)</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;">  <p>..... (3D Version)</p> </div> <div style="text-align: center;">  <p>..... (sound lab)</p> </div> <div style="text-align: center;"> <p>.....</p> <p>(self-access)</p> </div> </div>
<p>4. Technology and Internet</p> <p>How often do you use Technology and Internet in reading instruction</p>	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>..... (computer lab)</p> </div> <div style="text-align: center;">  <p>..... (computer assisted language learning)</p> </div> <div style="text-align: center;">  </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;">  <p>..... (internet)</p> </div> <div style="text-align: center;">  <p>..... (Hotmail® il)</p> </div> </div>

Source of media

No.	Media	Source of media			
		Don't have at school	Provide by school	Made by teacher	Provide by teacher
6.	<p>Written texts</p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">text book</div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">newspaper</div>  </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">novel</div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">journal</div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">story book</div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">cartoon</div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">brochure</div> </div> </div>	.....	.....	.....	.....
7.	<p>Visual aids</p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">blackboard</div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">flashcard</div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">diagram</div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">chart</div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">graph</div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">globe</div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">map</div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">poster</div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">picture from magazine</div> </div> </div>	.....	.....	.....	.....

No.	Media	Source of media			
		Don't have at school	Provide by school	Made by teacher	Provide by teacher
	<p>photo </p> <p>overhead projector </p> <p>objects </p> <p>puppet </p>	.....	.....	.....	.....
8.	<p>Audio-aids</p> <p>tape </p> <p>CD-Rom </p> <p>video </p> <p>VCD </p> <p>DVD </p> <p>radio broadcast </p> <p>television </p> <p>movie </p> <p>filmstrip </p> <p>talk show </p> <p>video clip </p> <p>music video </p>	.....	.....	.....	.....
9.	<p>Technology and Internet</p> <p>computer lab </p> <p>CALL  CALL</p> <p>internet </p> <p>e-mail </p>	.....	.....	.....	.....

Section 2: How to use media in reading instruction

Direction: Please put ✓ into the number which indicates how much each of the following statements applies to you. There are 11 items in this section. Each number can be interpreted as follows:

- 5 means always (100% of the time)
 4 means frequently (75% of the time)
 3 means sometimes (50% of the time)
 2 means seldom (25% of the time)
 1 means never (0% of the time)

No.	statement	(written texts)	(visual aids)	(audio-aids)	(technology & internet)
10.	The following media is appropriate in reading instruction	.....	.....	.....	.....
11.	The following media can help students understand the text easier	.....	.....	.....	.....
12.	The following media play an important role in reading instruction.	.....	.....	.....	.....
13.	The following media can help students learn efficiently in reading class.	.....	.....	.....	.....
14.	The following media can use to gloss the text	.....	.....	.....	.....
15.	The following media is appropriate for pre-reading activities	.....	.....	.....	.....
16.	The following media is appropriate for while-reading activities	.....	.....	.....	.....

No.	statement	(written texts)	(visual aids)	(audio-aids)	(technology & internet)
17.	The following media is appropriate for post-reading activities	.....	.....	.....	.....
18.	The following media can use to gloss the vocabulary.	.....	.....	.....	.....
19.	The following media can be considered successful in reading instruction	.....	.....	.....	.....
20.	<p>How often do you evaluate the use of media?</p> <p>20.1 The following media was evaluated by interview</p> <p>20.2 The following media was evaluated by questionnaire</p> <p>20.3 The following media was evaluated by short quiz</p> <p>20.4 The following media was evaluated by test</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

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Section 3: Teachers' opinion about using media in reading instruction

Direction: Please put ✓ into the number which indicates how much each of the following statements applies to you.

- 5 means strongly agree
 4 means agree
 3 means neutral
 2 means disagree
 1 means strongly disagree

Opinion toward the use of media		5	4	3	2	1
1.	Media is need in reading instruction					
2.	The following media is necessary in reading instruction <ul style="list-style-type: none"> - Written text - Visual aids - Audio aids - Technology and internet 					
3.	The opinion towards the benefit of using media in reading instruction 3.1 Media can help student understand lesson easier. 3.2 Media can guide students to understand the ambiguous point. 3.3 Students can get extensive experience while using media. 3.4 Media can lead students to participate more in activity. 3.5 Media can encourage students to study. 3.6 Using media saves time. 3.7 Media can help students learn efficiently in reading class.	.....	.....	.....	.....	.....

Problem of using media in reading instruction		5	4	3	2	1
4.	<u>Preparation and provision</u>					
	4.10 Teachers have no time for media.	.....	.....	.....	.....	.....
	4.11 It is too complicate to prepare.	.....	.....	.....	.....	.....
	4.12 School does not have enough budgets to provide media.	.....	.....	.....	.....	.....
	4.13 Teachers never had any training on how to use it.	.....	.....	.....	.....	.....
	4.14 It is not convenient to use media in classroom.	.....	.....	.....	.....	.....
	4.15 Using media in class is waste of money and time.	.....	.....	.....	.....	.....
	4.16 Teachers can not find media that relevant to the lesson.	.....	.....	.....	.....	.....
	<u>Quality and quantity of media</u>					
	4.17 The amount of media is limited and it is not enough for all students.	.....	.....	.....	.....	.....
	4.18 Media is not ready to use.	.....	.....	.....	.....	.....
	4.19 Media provided by school is out of date.	.....	.....	.....	.....	.....
	<u>services</u>					
	4.11 Teacher can not find suitable media that relevant to the lesson.	.....	.....	.....	.....	.....
	4.12 It is not convenient when asking to use media.	.....	.....	.....	.....	.....
	4.13 Do not have staff to advise how to use media.	.....	.....	.....	.....	.....
	4.14 Don't have opportunity to share any ideas of what media should be purchase.	.....	.....	.....	.....	.....

APENDIX C

แบบสอบถามสำหรับนักเรียน

แบบสอบถามเรื่อง การใช้สื่อในการสอนการอ่านของครูไทย ที่สอนภาษาอังกฤษเป็นภาษาต่างประเทศ

ตอนที่ 1: ความคิดเห็นของนักเรียนเกี่ยวกับการใช้สื่อการสอนของครูในขณะสอนการอ่าน

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความคิดเห็นของท่าน ท่านสามารถเลือกคำตอบได้จากตัวเลือกดังต่อไปนี้

5	หมายถึง	เห็นด้วยอย่างยิ่ง
4	หมายถึง	เห็นด้วย
3	หมายถึง	เฉย ๆ
2	หมายถึง	ไม่เห็นด้วย
1	หมายถึง	ไม่เห็นด้วยอย่างยิ่ง

ความคิดเห็นของนักเรียนเกี่ยวกับการใช้สื่อการสอนของครูในขณะสอนการอ่าน

ข้อ	สื่อที่ใช้ในปัจจุบัน	5	4	3	2	1
1.	การใช้สื่อช่วยสอนในขณะเรียนการอ่านมีความจำเป็นต่อนักเรียน	.....	.....	.....	.....	.....
2.	คุณเห็นด้วยหรือไม่เวลาที่ครูใช้สื่อต่อไปนี้ในการสอนการอ่าน					
	2.1 สื่อประเภทสื่อสิ่งพิมพ์	.....	.....	.....	.....	.....
	2.2 สื่อประเภททัศนูปกรณ์	.....	.....	.....	.....	.....
	2.3 สื่อประเภทเครื่องโสตทัศนูปกรณ์	.....	.....	.....	.....	.....
	2.4 สื่อประเภทคอมพิวเตอร์และอินเทอร์เน็ต	.....	.....	.....	.....	.....

ข้อ	สื่อที่ใช้ในปัจจุบัน	5	4	3	2	1
3.	คุณมีความคิดเห็นต่อประโยชน์ในการใช้สื่อขณะสอนการอ่านมากนักน้อยเพียงใด					
	3.1 ทำให้บทเรียนน่าสนใจมากขึ้น	.....	.....	.....	.....	.....
	3.2 ทำให้การเรียนการสอนสนุกสนานไม่น่าเบื่อหน่าย	.....	.....	.....	.....	.....
	3.3 ช่วยให้ผู้เรียนเข้าใจเนื้อหาได้ง่ายขึ้น	.....	.....	.....	.....	.....
	3.4 ช่วยให้ผู้เรียนเข้าใจสิ่งที่คลุมเครือได้ชัดเจนตรงกัน	.....	.....	.....	.....	.....
	3.5 ช่วยให้ผู้เรียนได้รับประสบการณ์กว้างขวางยิ่งขึ้น	.....	.....	.....	.....	.....
	3.6 ทำให้ผู้เรียนมีส่วนร่วมในการเรียนการสอน	.....	.....	.....	.....	.....
	3.7 ช่วยให้ผู้เรียนกระตือรือร้นในการเรียน	.....	.....	.....	.....	.....
	3.8 ช่วยให้ผู้เรียนเรียนรู้อย่างมีประสิทธิภาพ	.....	.....	.....	.....	.....
	3.9 ช่วยประหยัดเวลาในการสอน	.....	.....	.....	.....	.....
4.	ขณะที่อาจารย์ใช้สื่อการสอน ท่านมีความรู้สึกอย่างไร					
	4.1 สนุกสนาน เพลิดเพลิน และตั้งใจเรียน	.....	.....	.....	.....	.....
	4.2 อึดอัด เพราะอาจารย์ไม่มีประสบการณ์ในการใช้สื่อ	.....	.....	.....	.....	.....
	4.3 รู้สึกว่าเป็นการเสียเวลา
	4.4 เบื่อหน่าย อยากให้จบชั่วโมงเร็วๆ

ความคิดเห็นเพิ่มเติม

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APPENDIX C

[English Version]

Student Uses of Media Questionnaire

Part I: Students' opinion toward the use of media in reading instruction

Direction: Please put ✓ into the number which indicates how much each of the following statements applies to you. There are 4 items in this section. Each number can be interpreted as follows:

- 5 means strongly agree
- 4 means agree
- 3 means neutral
- 2 means disagree
- 1 means strong disagree

Item	Statements	1	2	3	4	5
1.	Using media in reading instruction is necessary for student.	.....	.....	.....	.....	.....
2.	Do you agree if teacher used the following media in reading instruction					
	➤ audio aids	.....	.....	.....	.....	.....
	➤ visual aids	.....	.....	.....	.....	.....
	➤ written texts	.....	.....	.....	.....	.....
	➤ technology and internet	.....	.....	.....	.....	.....

Item	Statements	1	2	3	4	5
3.	<p>Students' opinions toward the use of media in reading instructions</p> <p>3.1 I think media make learning more interesting.</p> <p>3.2 I think learning with media is fun and not bored.</p> <p>3.3 I think media will help students understand the lesson better.</p> <p>3.4 I think media can guide students to understand the ambiguous points.</p> <p>3.5 I think students can get extensive experiences while teacher uses media.</p> <p>3.6 I think media can lead students to participate more in the reading activity.</p> <p>3.7 I think media can encourage students to study.</p> <p>3.8 I think media can help students learn efficiently in the reading class.</p> <p>3.9 I think using media save time.</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
4.	<p>Students' feeling while teacher used media in reading instruction</p> <p>4.1 I feel enjoyed and pay more attention to the lesson.</p> <p>4.2 I feel uncomfortable because teachers do not have any experiences of how to use media.</p>	<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>

Item	Statements	1	2	3	4	5
	4.3 I feel it is waste of time.
	4.4 I feel bored and want the class finish as soon as possible.



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Appendix E

แบบสัมภาษณ์

การใช้สื่อในการสอนการอ่านของครูไทย
ที่สอนภาษาอังกฤษเป็นภาษาต่างประเทศ

ชื่อผู้ให้สัมภาษณ์.....

สอนชั้น..... โรงเรียน..... วันที่ให้สัมภาษณ์.....

เวลาเริ่มต้นสัมภาษณ์..... เวลาสิ้นสุดการสัมภาษณ์.....

สภาพการใช้สื่อการสอนในปัจจุบัน

1. อาจารย์ใช้สื่อการสอนในห้องเรียนเพื่อช่วยสอนการอ่านแก่นักเรียนบ้างหรือไม่ ถ้ามี มีสื่อประเภทใดบ้าง
2. สื่อประเภทใดที่ส่งเสริมการเรียนการสอนทักษะการอ่าน

พฤติกรรมการใช้สื่อของครูและประโยชน์ของสื่อการสอน

3. การใช้สื่อการสอนจะมีส่วนช่วยนักเรียนในด้านใดได้บ้าง
4. ในแต่ละขั้นตอนของการสอนการอ่านซึ่งได้แก่ ขั้นนำเข้าสู่การอ่าน ระหว่างการอ่าน และ หลังกิจกรรมการอ่าน อาจารย์มีการใช้สื่อการสอนที่แตกต่างกันหรือไม่
 - ขั้นนำเข้าสู่การอ่าน ใช้สื่อการสอนอะไร
 - ระหว่างการอ่าน ใช้สื่อการสอนอะไร
 - หลังกิจกรรมการอ่าน ใช้สื่อการสอนอะไร

5. อาจารย์มีวัตถุประสงค์อย่างไรบ้างในการใช้สื่อการสอนในขณะที่สอนการอ่าน
6. การเลือกสื่อการสอน ที่ใช้ประกอบการเรียนการสอน อาจารย์มีหลักเกณฑ์การเลือกสื่ออย่างไร
7. อาจารย์นำสื่อการสอนต่าง ๆ มาจากที่ใดบ้าง
8. อาจารย์ใช้เวลาในการเตรียมการใช้สื่อการสอน โดยเฉลี่ยประมาณสัปดาห์ละกี่ชั่วโมง
9. ขณะใช้สื่อการสอน อาจารย์สังเกตพฤติกรรมของนักเรียนอย่างไรบ้าง

ปัญหาในการใช้สื่อการสอน

10. อาจารย์มีปัญหา หรืออุปสรรคในด้านการใช้สื่อการสอนบ้างหรือไม่
11. อาจารย์เคยประเมินการใช้สื่อบ้างหรือไม่ ถ้าประเมินอาจารย์ประเมินด้วยวิธีใด และประเมินเพื่อจุดประสงค์อะไร

ความคิดเห็นของครูเกี่ยวกับการใช้สื่อการสอนในขณะที่สอนการอ่าน

12. อาจารย์คิดว่าสื่อการสอนมีประโยชน์ต่อการเรียนการสอนหรือไม่ อย่างไร

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Appendix F

The open-ended Question for Teacher

Part II: The use of media in reading instruction (Experts' evaluation form)

Please rate these following items according to your opinions.

1= Congruent 0= Questionable -1= Incongruent

Item	Open-ended Questionnaire	1	0	-1	Comments
The current use of media in reading instruction					
1.	ในการสอนการอ่าน คุณใช้สื่อประเภทเครื่องโสตทัศนูปกรณ์ชนิดใดบ้าง				
2.	ในการสอนการอ่าน คุณใช้สื่อประเภททัศนูปกรณ์ชนิดใดบ้าง				
3.	ในการสอนการอ่าน คุณใช้สื่อประเภทสิ่งพิมพ์ ชนิดใดบ้าง				
4.	ในการสอนการอ่าน คุณใช้สื่อประเภทคอมพิวเตอร์และอินเทอร์เน็ต ชนิดใดบ้าง				
The use of media in reading instruction					
5.	คุณใช้สื่อหรือไม่ แม้ว่าสถาบันการศึกษาไม่ได้มอบหมายให้คุณใช้สื่อ				
6.	จงบอกเหตุผลว่าทำไมคุณถึงเลือกใช้สื่อในขณะที่สอนการอ่านแก่นักเรียน				
7.	จงบอกเหตุผลว่าทำไมคุณจึงสนใจที่จะใช้สื่อในห้องเรียน				

Item	Open-ended Questionnaire	1	0	-1	Comments
How to use media in reading instruction					
8.	ขณะที่คุณสอนการอ่าน คุณใช้สื่อช่วงใดบ้าง จงบอกเหตุผล				
9.	คุณคิดว่าสื่อสามารถแนะแนวกลวิธีการอ่านให้นักเรียนได้หรือไม่				
10.	สื่อการเรียนการสอนชนิดไหนที่คุณใช้ในการแนะนำคำศัพท์แก่นักเรียน				
11.	สื่อการเรียนการสอนชนิดไหนที่คุณใช้ยกระดับการสอนทักษะการอ่าน				

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Part III: teachers' opinion about using media-based materials in EFL instruction

Item	Open-ended Questionnaire	1	0	-1	Comments
1.	คุณคิดว่าสื่อการเรียนการสอน (สื่อประเภทเครื่อง โสตทัศนูปกรณ์, สื่อประเภททัศนูปกรณ์, สื่อประเภทสื่อ สิ่งพิมพ์, และสื่อประเภทคอมพิวเตอร์และอินเทอร์เน็ต) มี บทบาทสำคัญในห้องเรียนหรือไม่ อย่างไร				
2.	คุณคิดว่าสื่อการเรียนการสอนประเภทไหนที่เหมาะสมกับ นักเรียนที่สุดในการเรียนการอ่าน				
3.	สื่อการเรียนการสอนประเภทไหนสามารถใช้ในห้องเรียน เพื่อสร้างความสนุกสนานแก่นักเรียน				
4.	คุณต้องการเรียนรู้เกี่ยวกับการใช้สื่อให้ได้มากที่สุดก่อนที่ คุณจะนำสื่อไปใช้จริงในห้องเรียน ใช่หรือไม่				
5.	คุณคิดว่าในบางบทเรียนที่ใช้สื่อ เป็นไปอย่างราบรื่น อย่าง ที่คุณคาดหวังใช่หรือไม่				
6.	คุณคิดว่าในบทเรียนที่ใช้สื่อ สามารถพูดได้ว่าเป็นการ สอนที่ประสบความสำเร็จใช่หรือไม่ อย่างไร				
7.	จงบอกเหตุผลว่าทำไมท่านจึงใช้สื่อในห้องเรียน				
8.	จงบอกเหตุผลว่าทำไมท่านจึงไม่ใช้สื่อในห้องเรียน				
9.	จงบอกเหตุผลว่าทำไมท่านจึงใช้สื่อในห้องเรียน				
10.	ท่านได้ประเมินผลการใช้สื่อจากความสนใจของผู้เรียน หลังจากการใช้สื่อบ่อยครั้งเพียงใด				

Item	Open-ended Questionnaire	1	0	-1	Comments
11.	ท่านได้ใช้คำถามสั้น ๆ เพื่อวัดความเข้าใจในเนื้อหา บทเรียน หลังจากการใช้สื่อบ่อยครั้งเพียงใด				
12.	สื่อชนิดใดที่ท่านคิดว่ามีความเหมาะสมกับลักษณะการ เรียนการสอนในสาขาที่ท่านสอน				



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Appendix G

Teacher Use of Media Questionnaire (Experts' evaluation form)

Please rate (✓) these following items according to your opinions.

1= Congruent 0= Questionable -1= Incongruent

Item	Open-ended Questionnaire	1	0	-1	Comments
The current use of media in reading instruction					
สื่อสิ่งพิมพ์					
1. ครูใช้สื่อประเภทสิ่งพิมพ์บ่อยแค่ไหนขณะที่สอนการอ่านในห้องเรียน					
<ul style="list-style-type: none"> ➤ หนังสือเรียน ➤ หนังสือพิมพ์ ➤ นิตยสาร ➤ วารสาร ➤ นวนิยาย ➤ หนังสือนิทาน ➤ เรื่องสั้น ➤ การ์ตูน 					
ทัศนูปกรณ์					
2. ครูใช้สื่อประเภททัศนูปกรณ์ บ่อยแค่ไหนขณะที่สอนการอ่านในห้องเรียน					
<ul style="list-style-type: none"> ➤ กระดานดำ ➤ ชาร์จ ➤ โปสเตอร์ ➤ โปรเจคเตอร์ ➤ สไลด์ ➤ ภาพจากแมกกาซีน ➤ รูปถ่าย ➤ กราฟ ➤ แผนที่ ➤ สื่อที่มีอยู่จริง 					

Item	Open-ended Questionnaire	1	0	-1	Comments
	<p><u>เครื่องโสตทัศนอุปกรณ์</u></p> <p>3. ครูใช้สื่อประเภทเครื่องโสตทัศนอุปกรณ์ บ่อยแค่ไหนในขณะที่ย่อสอนการอ่านในห้องเรียน</p> <ul style="list-style-type: none"> ➤ เทป ➤ ซีดีรอม ➤ วีดีโอ ➤ วีซีดี ➤ ดีวีดี ➤ วิทยุ ➤ โทรทัศน์ ➤ หนังสือ ➤ ภาพยนตร์ 				
	<p><u>คอมพิวเตอร์และอินเทอร์เน็ต</u></p> <p>4. ครูใช้สื่อประเภทคอมพิวเตอร์และอินเทอร์เน็ต บ่อยแค่ไหนในขณะที่ย่อสอนการอ่านในห้องเรียน</p>				
	<u>แหล่งที่ได้มาของสื่อการสอน</u>				
	<p>5. <u>สื่อสิ่งพิมพ์</u></p> <ul style="list-style-type: none"> ➤ หนังสือเรียน ➤ หนังสือพิมพ์ ➤ นิตยสาร ➤ วารสาร ➤ นวนิยาย ➤ หนังสือนิทาน ➤ เรื่องสั้น ➤ การ์ตูน 				
	<p>6. <u>ทัศนอุปกรณ์</u></p> <ul style="list-style-type: none"> ➤ กระดานดำ ➤ โปสเตอร์ ➤ โพรเจคเตอร์ ➤ ภาพจากแมกกาซีน 				

Item	Open-ended Questionnaire	1	0	-1	Comments
<ul style="list-style-type: none"> ➤ รูปถ่าย ➤ กราฟ ➤ แผนที่ ➤ สื่อที่มีอยู่จริง 					
<p>7. เครื่องโสตทัศนูปกรณ์</p> <ul style="list-style-type: none"> ➤ เทป ➤ ซีดีรอม ➤ วีดีโอ ➤ วีซีดี ➤ ดีวีดี ➤ วิทยู ➤ โทรทัศน์ ➤ หนังสือ ➤ ภาพยนตร์ ➤ ห้องชาวด์แลป 					
<p>8. คอมพิวเตอร์และอินเทอร์เน็ต</p> <ul style="list-style-type: none"> ➤ คอมพิวเตอร์ ➤ สื่อจากอินเทอร์เน็ต 					
การใช้สื่อการสอนในขณะสอนการอ่าน					
<p>9. ท่านเลือกใช้สื่อการสอน โดยถือเกณฑ์ต่อไปนี้มากที่สุดเพียงใด</p> <ul style="list-style-type: none"> ➤ เลือกเพื่อช่วยพัฒนาทักษะของนักเรียน ➤ เลือกตามความเหมาะสมกับเนื้อหา ➤ เลือกให้ตรงกับจุดมุ่งหมายของเนื้อเรื่อง ➤ เลือกสื่อที่ช่วยประหยัดเวลาในการสอน นักเรียนเข้าใจได้เร็ว ➤ เลือกสื่อที่ให้ผลคุ้มค่ากับเวลาและแรงงาน ➤ เลือกสื่อที่มีความชัดเจน ไม่ซับซ้อน ➤ เลือกสื่อที่ดึงดูดความสนใจของนักเรียน /เร้าใจ ➤ เลือกสื่อที่ช่วยให้นักเรียนมีส่วนร่วมในการเรียน ➤ เลือกสื่อที่ ช่วยให้นักเรียนจดจำเนื้อหาได้นาน ➤ เลือกสื่อที่ราคาไม่แพงเกินไป 					

Item	Open-ended Questionnaire	1	0	-1	Comments
	<u>ใช้สื่ออย่างไรในการสอนการอ่าน</u>				
	<p>10. สื่อการสอนต่าง ๆ ต่อไปนี้ คุณคิดว่ามีความเหมาะสมในการสอนการอ่านมากน้อยเพียงใด</p> <ul style="list-style-type: none"> ➤ สื่อประเภทเครื่อง โสตทัศนูปกรณ์ ➤ สื่อประเภททัศนูปกรณ์ ➤ สื่อประเภทสื่อสิ่งพิมพ์ ➤ สื่อประเภทคอมพิวเตอร์และอินเทอร์เน็ต 				
	<p>11. สื่อการสอนต่าง ๆ ต่อไปนี้ จะช่วยให้ผู้เรียนเข้าใจเรื่องที่อ่านได้ง่ายขึ้นมากน้อยเพียงใด</p> <ul style="list-style-type: none"> ➤ สื่อประเภทเครื่อง โสตทัศนูปกรณ์ ➤ สื่อประเภททัศนูปกรณ์ ➤ สื่อประเภทสื่อสิ่งพิมพ์ ➤ สื่อประเภทคอมพิวเตอร์และอินเทอร์เน็ต 				
	<p>12. สื่อการสอนต่าง ๆ ต่อไปนี้มีบทบาทที่สำคัญในห้องเรียนมากน้อยเพียงใด</p> <ul style="list-style-type: none"> ➤ สื่อประเภทเครื่อง โสตทัศนูปกรณ์ ➤ สื่อประเภททัศนูปกรณ์ ➤ สื่อประเภทสื่อสิ่งพิมพ์ ➤ สื่อประเภทคอมพิวเตอร์และอินเทอร์เน็ต 				
	<p>13. สื่อการสอนต่าง ๆ ต่อไปนี้จะช่วยให้ผู้เรียนเรียนรู้การอ่านได้อย่างมีประสิทธิภาพมากน้อยเพียงใด</p> <ul style="list-style-type: none"> ➤ สื่อประเภทเครื่อง โสตทัศนูปกรณ์ ➤ สื่อประเภททัศนูปกรณ์ ➤ สื่อประเภทสื่อสิ่งพิมพ์ ➤ สื่อประเภทคอมพิวเตอร์และอินเทอร์เน็ต 				
	<p>14. สื่อการสอนต่าง ๆ ต่อไปนี้ช่วยแนะกลวิธีการอ่าน (หารายละเอียด,จับใจความสำคัญ) ให้ผู้เรียนมากน้อยเพียงใด</p> <ul style="list-style-type: none"> ➤ สื่อประเภทเครื่อง โสตทัศนูปกรณ์ ➤ สื่อประเภททัศนูปกรณ์ ➤ สื่อประเภทสื่อสิ่งพิมพ์ ➤ สื่อประเภทคอมพิวเตอร์และอินเทอร์เน็ต 				

Item	Open-ended Questionnaire	1	0	-1	Comments
15.	<p>สื่อการสอนต่าง ๆ ต่อไปนี้เหมาะแก่การใช้ในช่วงที่นักเรียนทำกิจกรรมก่อนการอ่านมากนักน้อยเพียงใด</p> <ul style="list-style-type: none"> ➢ สื่อประเภทเครื่องโสตทัศนูปกรณ์ ➢ สื่อประเภททัศนูปกรณ์ ➢ สื่อประเภทสื่อสิ่งพิมพ์ ➢ สื่อประเภทคอมพิวเตอร์และอินเทอร์เน็ต 				
16.	<p>สื่อการสอนต่าง ๆ ต่อไปนี้ เหมาะแก่การใช้ในช่วงที่นักเรียนทำกิจกรรมระหว่างการอ่านมากนักน้อยเพียงใด</p> <ul style="list-style-type: none"> ➢ สื่อประเภทเครื่องโสตทัศนูปกรณ์ ➢ สื่อประเภททัศนูปกรณ์ ➢ สื่อประเภทสื่อสิ่งพิมพ์ ➢ สื่อประเภทคอมพิวเตอร์และอินเทอร์เน็ต 				
17.	<p>สื่อการสอนต่าง ๆ ต่อไปนี้ เหมาะแก่การใช้ในช่วงที่นักเรียนทำกิจกรรมหลังการอ่านมากนักน้อยเพียงใด</p> <ul style="list-style-type: none"> ➢ สื่อประเภทเครื่องโสตทัศนูปกรณ์ ➢ สื่อประเภททัศนูปกรณ์ ➢ สื่อประเภทสื่อสิ่งพิมพ์ ➢ สื่อประเภทคอมพิวเตอร์และอินเทอร์เน็ต 				
18.	<p>สื่อการสอนต่าง ๆ ต่อไปนี้ ช่วยแนะแนวคำศัพท์ให้ผู้เรียนมากนักน้อยเพียงใด</p> <ul style="list-style-type: none"> ➢ สื่อประเภทเครื่องโสตทัศนูปกรณ์ ➢ สื่อประเภททัศนูปกรณ์ ➢ สื่อประเภทสื่อสิ่งพิมพ์ ➢ สื่อประเภทคอมพิวเตอร์และอินเทอร์เน็ต 				
19.	<p>ครุคิดว่าสื่อการสอนต่าง ๆ ต่อไปนี้ประสบความสำเร็จในการสอนการอ่านมากนักน้อยเพียงใด</p> <ul style="list-style-type: none"> ➢ สื่อประเภทเครื่องโสตทัศนูปกรณ์ ➢ สื่อประเภททัศนูปกรณ์ ➢ สื่อประเภทสื่อสิ่งพิมพ์ ➢ สื่อประเภทคอมพิวเตอร์และอินเทอร์เน็ต 				
20.	<p>ภายหลังจากการใช้สื่อต่าง ๆ ดังแสดงในตาราง ท่านได้มีการประเมินความสนใจของผู้เรียนต่อสื่อการสอนโดยวิธีต่อไปนี้บ่อยครั้งเพียงใด</p>				

Item	Open-ended Questionnaire	1	0	-1	Comments
20.1	โดยการสัมภาษณ์				
20.2	โดยการใช้แบบสอบถาม				
20.3	ใช้คำถามสั้น ๆ เพื่อวัดความเข้าใจ ในเนื้อหาบทเรียน				
20.4	โดยการทดสอบ				



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Teacher Use of Media Questionnaire

Part III: Teachers' Opinion about Using Media in EFL Instruction

Item	Open-ended Questionnaire	1	0	-1	Comments
1.	ครูคิดว่าการใช้สื่อในห้องเรียนขณะสอนการอ่านมีความจำเป็น				
2.	ครูคิดว่าการใช้สื่อดังต่อไปนี้ในห้องเรียนขณะสอนการอ่านมีความจำเป็น <ul style="list-style-type: none"> ➢ สื่อประเภทเครื่องโสตทัศนูปกรณ์ ➢ สื่อประเภททัศนูปกรณ์ ➢ สื่อประเภทสื่อสิ่งพิมพ์ ➢ สื่อประเภทคอมพิวเตอร์และอินเทอร์เน็ต 				
3.	ครูมีความคิดเห็นต่อประโยชน์ในการใช้สื่อขณะสอนการอ่าน มากน้อยเพียงใด 3.1 ช่วยให้ผู้เรียนเข้าใจเนื้อหาได้ง่ายขึ้น 3.2 ช่วยให้ผู้เรียนเข้าใจสิ่งที่คลุมเครือได้ชัดเจนตรงกัน 3.3 ช่วยให้ผู้เรียนได้รับประสบการณ์กว้างขวางยิ่งขึ้น 3.4 ช่วยให้ผู้เรียนมีส่วนร่วมในการเรียนการสอน 3.5 ช่วยให้ผู้เรียนกระตือรือร้นในการเรียน 3.6 ช่วยประหยัดเวลาในการสอน 3.7 ช่วยให้ผู้เรียนเรียนรู้อย่างมีประสิทธิภาพ				
ปัญหาในการใช้สื่อการสอน					
4.	การเตรียมและการจัดหา 4.1 ไม่มีเวลาเตรียมตัวก่อนใช้สื่อการสอน 4.2 โรงเรียนไม่มีงบประมาณที่เพียงพอสำหรับสำหรับจัดซื้อจัดหาสื่อการสอน 4.3 มีความยุ่งยากในการเตรียมสื่อการสอน 4.4 ภาพของห้องเรียนขาดสิ่งอำนวยความสะดวกในการใช้สื่อ 4.5 ไม่สามารถที่จะหาสื่อการสอนให้ตรงกับจุดมุ่งหมายของเนื้อเรื่องที่จะสอน 4.6 ไม่ค่อยมีความรู้ / ขาดทักษะในการใช้สื่อ 4.7 ครูคิดว่าการใช้สื่อการสอนทำให้เสียเวลาและสิ้นเปลือง				

Item	Open-ended Questionnaire	1	0	-1	Comments
5. คุณภาพและปริมาณของสื่อการสอน					
4.8	สื่อการสอนมีจำนวนจำกัด ไม่เพียงพอกับความต้องการ ของนักเรียน				
4.9	สื่อการสอนที่มีอยู่ อยู่ในสภาพที่ชำรุด ไม่สามารถ นำมาใช้ได้				
4.10	สื่อการสอนที่มีอยู่ไม่ทันสมัย				
6. การบริการสื่อการสอน					
4.11	ไม่สามารถเลือกสื่อการสอนที่เหมาะสมสอดคล้องกับ เนื้อหาได้				
4.12	ไม่ได้รับความสะดวกในการติดต่อขอยืมใช้สื่อการ สอน				
4.13	ไม่มีเจ้าหน้าที่คอยแนะนำวิธีการใช้สื่อ				
4.14	ไม่มีโอกาสเสนอความคิดเห็นในการจัดซื้อ จัดหาสื่อ				

Appendix H

The Item-Content Congruence Index of Teacher Use of Media Questionnaire

Part II : The use of media in reading instruction

Item	Expert			Total	Meaning
	A	B	C		
1.	1	1	1	1	reserved
2.	1	1	1	1	reserved
3.	1	0	1	0.6	reserved
4.	1	1	1	1	reserved
5.	1	1	1	1	reserved
6.	1	1	1	1	reserved
7.	1	1	1	1	reserved
8.	1	1	1	1	reserved
9.	0	1	0	0.3	modified
10.	1	1	1	1	reserved
11.	1	1	1	1	reserved
12.	1	1	1	1	reserved
13.	1	1	1	1	reserved
14.	0	1	0	0.3	modified
15.	1	1	1	1	reserved
16.	1	1	1	1	reserved
17.	1	1	1	1	reserved
18.	1	1	1	1	reserved
19.	1	1	1	1	reserved
20.	1	1	1	1	reserved

Appendix H

The Item-Content Congruence Index of Teacher Use of Media Questionnaire

Part III: Teachers' Opinion about Using Media in EFL Instruction

Item	Expert			Total	Meaning
	A	B	C		
1.	1	1	1	1	reserved
2.	1	1	1	1	reserved
3.	1	1	1	1	reserved
4.	1	1	1	1	reserved
5.	1	1	1	1	reserved
6.	1	-1	-1	-0.3	modified

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Appendix I

The Item-Content Congruence Index of Student Use of Media Questionnaire

Part I : Students' opinion toward the use of media in classroom

Item	Expert			Total	Meaning
	D	E	F		
1.	1	1	1	1	reserved
2.	1	1	1	1	reserved
3.	1	1	1	1	reserved
4.	1	1	1	1	reserved

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APPENDIX J

Means, standard deviations of the source of written texts

Written text	Large School		Medium School		Small School	
	Number of teacher	Percentage	Number of teacher	Percentage	Number of teacher	Percentage
5.1 Textbooks						
Don't have at school	1	1.8%	64	78%	1	10%
Provided by school	49	87.5%	1	1.2%	6	60%
Made by teacher	-	-	-	-	-	-
Provided by teacher	6	10.7%	17	20.7%	3	30%
5.2 Newspapers						
Don't have at school	2	3.6%	62	75.6%	2	20%
Provided by school	36	64.3%	20	24.4%	5	50%
Made by teacher	1	1.8%	-	-	-	-
Provided by teacher	17	30.4%	2	3.6%	3	30%
5.3 Magazines						
Don't have at school	1	1.8%	6	7.3%	3	30%
Provided by school	36	64.3%	51	62.2%	3	30%
Made by teacher	1	1.8%	-	-	-	-
Provided by teacher	18	32.1%	25	30.5%	4	40%
5.4 Journals						
Don't have at school	4	7.1%	2	2.4%	2	20%
Provided by school	37	66.1%	60	73.2%	4	40%
Made by teacher	1	1.8%	-	-	-	-
Provided by teacher	14	25%	20	24.4%	4	40%
5.5 Novels						
Don't have at school	16	28.6%	10	12.2%	2	20%
Provided by school	35	62.5%	54	65.9	6	60
Made by teacher	-	-	-	-	-	-
Provided by teacher	5	8.9%	18	22%	2	20%
5.6 Story books						
Don't have at school	7	12.5	63	76.8%	1	10%
Provided by school	45	80.4%	5	6.1%	7	70%
Made by teacher	1	1.8%	-	-	-	-
Provided by teacher	3	5.4%	14	17.1%	2	20%
5.7 Short stories						
Don't have at school	7	12.5%	8	9.8%	1	10%
Provided by school	46	82.1%	64	78%	7	70%
Made by teacher	-	-	1	1.2	-	-
Provided by teacher	3	5.4%	9	11%	2	20%

Written text	Large school level		Medium school level		Small school level	
	Number of teacher	Percentage	Number of teacher	Percentage	Number of teacher	Percentage
5.8 Cartoons						
Don't have at school	1	1.8%	6	7.3%	1	10%
Provided by school	47	83.9%	59	72%	7	70%
Made by teacher			1	1.2%		
Provided by teacher	8	14.3%	16	19.5%	2	20
5.9 Brochure						
Don't have at school	12	21.4%	3	3.7%	2	20%
Provided by school	18	32.1%	33	40.2%	2	20%
Made by teacher	4	7.1%	3	3.7%	-	-
Provided by teacher	22	39.3%	43	52.4%	6	60%

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จุฬาลงกรณ์มหาวิทยาลัย

APPENDIX K

Means, standard deviations of the source of visual aids

Visual Aids	Large School		Medium School		Small School	
	Number of teacher	Percentage	Number of teacher	Percentage	Number of teacher	Percentage
6.1 Blackboards						
Don't have at school	-	-	-	-	-	-
Provided by school	56	100%	81	98.8%	10	100%
Made by teacher	-	-	-	-	-	-
Provided by teacher	-	-	-	-	-	-
6.2 Flashcards						
Don't have at school	1	1.8%	3	3.7%	1	10%
Provide by school	17	30.4%	10	12.2%	2	20%
Made by teacher	23	41.1%	33	40.2%	5	50%
Provided by teacher	15	26.8%	36	43.9%	2	20.0%
6.3 Diagrams						
Don't have at school	6	10.7%	7	8.5%	3	30%
Provided by school	20	35.7%	26	31.7%	4	40%
Made by teacher	7	12.5%	7	8.5%	-	-
Provided by teacher	23	41.1%	42	51.2%	3	30%
6.4 Charts						
Don't have at school	4	7.1%	3	3.7%	2	20%
Provided by school	21	37.5%	20	24.4%	3	30%
Made by teacher	11	19.6%	18	22%	2	20%
Provided by teacher	20	35.7%	41	50%	3	30%
6.5 Graphs						
Don't have at school	4	7.1%	3	3.7%	2	20%
Provided by school	22	39.3%	22	26.8%	3	30%
Made by teacher	9	16.1%	18	22%	2	20%
Provided by teacher	21	37.5%	39	47.6%	3	30%
6.6 Globes						
Don't have at school	3	5.4%	3	3.7%	-	-
Provided by school	49	87.5%	59	72%	7	70%
Made by teacher			1	1.2%	-	-
Provided by teacher	4	7.1%	19	23.2%	3	30%
6.7 Maps						
Don't have at school	1	1.8%	-	-	-	-
Provided by school	38	67.9%	51	62.2%	8	80%
Made by teacher	-	-	3	3.7%	1	10%
Provided by teacher	17	30.4%	28	34.1%	1	10%

Visual Aids	Large School		Medium School		Small School	
	Number of teacher	Percentage	Number of teacher	Percentage	Number of teacher	Percentage
6.8 Posters						
Don't have at school	3	5.4%	4	4.9%	1	10%
Provided by school	15	26.8%	25	30.5%	3	30%
Made by teacher	3	5.4%	4	4.9%	-	-
Provided by teacher	35	62.5%	49	59.8%	6	60%
6.9 Picture from magazines						
Don't have at school	-	-	3	3.7%	1	10%
Provided by school	13	23.2%	18	22%	3	30%
Made by teacher	-	-	3	3.7	-	-
Provided by teacher	43	76.8%	58	70.7%	6	60%
6.10 Photos						
Don't have at school	-	-	2	2.4%	1	10%
Provided by school	9	16.1%	9	11%	5	50%
Made by teacher	2	3.6%	8	9.8%	1	10%
Provided by teacher	45	80.4%	63	76.8%	3	30%
6.11 Overhead projectors						
Don't have at school	-	-	3	3.7%	2	20%
Provided by school	56	100%	79	96.3%	7	70%
Made by teacher	-	-	-	-	1	10%
Provided by teacher	-	-	-	-	-	-
6.12 Objects						
Don't have at school	-	-	1	1.2%	-	-
Provided by school	9	16.1%	16	19.5%	5	50%
Made by teacher	8	14.3%	3	3.7%	-	-
Provided by teacher	39	69.6%	62	75.6%	5	50%
6.13 Puppets						
Don't have at school	18	32.1%	29	35.4%	5	50%
Provided by school	1	1.8%	4	4.9%	4	40%
Made by teacher	15	26.8%	26	31.7%	-	-
Provided by teacher	22	39.3%	23	28%	1	10%

Audio Aids	Large School		Medium School		Small School	
	Number of teacher	Percentage	Number of teacher	Percentage	Number of teacher	Percentage
7.8 Movies						
Don't have at school	38	67.9%	49	59.8%	3	30%
Provided by school	7	12.5%	13	15.9%	7	70%
Made by teacher	-	-	1	1.2	-	-
Provided by teacher	11	19.6%	19	23.2%	-	-
7.9 Filmstrips						
Don't have at school	51	91.1%	63	76.8%	5	50%
Provided by school	2	3.6%	9	11%	4	40%
Made by teacher	-	-	1	1.2%	-	-
Provided by teacher	3	5.4%	9	11%	1	10%
7.10 Talk shows						
Don't have at school	48	85.7%	60	73.2%	9	90%
Provided by school	2	3.6%	10	12.2%	1	10%
Made by teacher	-	-	1	1.2%	-	-
Provided by teacher	6	10.7%	11	13.4%	-	-
7.11 Clip videos						
Don't have at school	44	78.6%	57	69.5%	5	50%
Provided by school	7	12.5%	12	14.6%	5	50%
Made by teacher	-	-	-	-	-	-
Provided by teacher	5	8.9%	13	15.9%	-	-
7.12 Music videos						
Don't have at school	38	67.9%	43	52.4%	1	10%
Provided by school	5	8.9%	14	17.1%	7	70%
Made by teacher	-	-	-	-	-	-
Provided by teacher	13	23.2%	25	30.5%	2	20%

Appendix M

Means, standard deviations of the source of technology and internet

Technology & internet	Large School		Medium School		Small School	
	Number of teacher	Percentage	Number of teacher	Percentage	Number of teacher	Percentage
8.1 Computer lab						
Don't have at school	-	-	3	3.7%	2	20%
Provided by school	53	94.6%	72	87.8%	8	80%
Made by teacher	-	-	-	-	-	-
Provided by teacher	3	5.4%	7	8.5	-	-
8.2 Computer-assisted language learning (CALL)						
Don't have at school	-	-	2	2.4%	-	-
Provided by school	47	83.9%	69	84.1%	10	100%
Made by teacher	-	-	-	-	-	-
Provided by teacher	9	16.1%	11	13.4%	-	-
8.3 Internet						
Don't have at school	2	3.6%	9	11%	-	-
Provided by school	49	87.5%	63	76.8%	10	100%
Made by teacher	-	-	-	-	-	-
Provided by teacher	5	8.9%	10	12.2%	-	-
8.4 E-mail						
Don't have at school	-	-	2	2.4%	-	-
Provided by school	50	89.3%	67	81.7%	10	100%
Made by teacher	-	-	-	-	-	-
Provided by teacher	6	10.7%	13	15.9%	-	-

BIOGRAPHY

Miss Nutsareeya Sangpan was born in Trang Province. She received her Bachelor degree of Arts majoring in English from Thanksin University in March 2005. After graduation, she continued her Master's Degree in Teaching English as a Foreign Language, Faculty of Education, Chulalongkorn University.



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